LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE : SPORTS MASSEUR

(Qualification Pack Code: SPF/Q1103)

Sector: Sports Fitness and Leisure

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)

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Published by:
Joint Director, PSS Central Institute of Vocational Education, NCERT, Shyamla Hills, Bhopal- 462 002, M.P., India

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

12 October 2026

ABOUT THE CURRICULUM

The Sports Masseur curriculum for Classes XI and XII is designed to equip learners with the knowledge, skills, attitudes, and competencies required for careers in sports massage, fitness, health, and wellness services. The curriculum integrates employability skills with vocational competencies to prepare learners for employment, entrepreneurship, and higher education in sports massage, fitness, 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 foundations of sports massage therapy through topics such as the foundation of sports massage therapy, human muscle anatomy and physiology, and muscle fatigue, injuries, and their prevention. These units provide learners with a strong foundation in understanding the human muscular system and the basic principles of sports massage while promoting professionalism, safety awareness, hygiene, client care, and responsible workplace practices.

In Class XII, learners advance their knowledge and practical skills through the study of application of massage therapy, post-massage activities, manipulative techniques in sports massage, and setting up a business for sports massage. The curriculum enables learners to understand and apply appropriate massage techniques, follow safe post-massage practices, and develop professional competencies required for working with sportspersons, fitness enthusiasts, and clients. Emphasis is also placed on entrepreneurship and developing an understanding of the opportunities involved in establishing and managing a sports massage service.

The curriculum adopts an experiential and competency-based approach that combines classroom instruction with practical training, demonstrations, activities, projects, case studies, and workplace-oriented learning. This integrated approach enables learners to apply theoretical knowledge in practical situations, develop technical proficiency, communication and problem-solving abilities, and build confidence in providing safe and professional sports massage services. Upon successful completion of the course, learners will be prepared to pursue opportunities as Sports Masseurs, Sports Massage Assistants, Massage Therapists, Wellness Assistants, Fitness and Sports Support Professionals, or establish their own sports massage services, while also having opportunities to pursue further education in sports, fitness, health, wellness, and related fields.

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ACKNOWLEDGEMENTS

The PSS Central Institute of Vocational Education (PSSCIVE) gratefully acknowledges the Department of School Education and Literacy (DoSE&L), Ministry of Education, Government of India, for the financial support under the project for curriculum and textbook development, approved by the Project Approval Board (PAB) through *Samagra Shiksha*.

The PSS Central Institute of Vocational Education sincerely appreciates Mr. Tahsin Zahid, 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.

The Institute places on record its deep appreciation for the dedicated efforts and valuable contributions of Dr Deepti Kavathekar, Consultant (Contractual), Dr Sourabh Meshram, Consultant (Contractual) and Dr Prerna Nashine, Assistant Professor (Contractual), in the development, review, and proofreading of the content.

PSSCIVE also gratefully acknowledges the contributions of Ms. Akansha Dubey, Senior Editor (Contractual), Mr. Jitendra Kumar, Graphic Designer (Contractual), and Mr. Mohit Jain, DTP Operator (Contractual), for their support in editing, formatting, graphic design, and typesetting of this curriculum. Their commitment and expertise have significantly contributed to the quality and presentation of the publication.

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1. COURSE OVERVIEW

A Sports Masseur plays a crucial role in enhancing athletic performance and aiding recovery through specialised massage techniques. They provide pre-event massages to prepare muscles for exertion and post-event massages to reduce tension, prevent injuries, and accelerate recovery.

2. COURSE OUTCOMES

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

- Explain the role of sports massage in enhancing athletic performance and facilitating recovery.
- Demonstrate appropriate pre-event massage techniques to increase circulation, reduce muscle tension, and prepare athletes for physical exertion.
- Perform effective post-event massage to alleviate muscle stiffness, promote relaxation, and accelerate recovery.
- Identify contraindications for sports massage and recommend suitable alternative therapies.
- Recognise signs of injury or discomfort in athletes and refer them to appropriate medical personnel.
- Adapt massage techniques to meet the specific needs of various sports and physical demands.
- Apply professional and ethical standards, maintaining athlete confidentiality and comfort during treatment.
- Collaborate with coaches, medical staff, and other professionals to support athlete health and performance.
- Maintain a safe and comfortable massage environment in compliance with industry standards.

3. COURSE REQUIREMENTS

The learner must have successfully completed Class X.

4. COURSE DURATION

The Sports Masseur 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 sports massage competencies, including massage therapy fundamentals, human muscle anatomy and physiology, muscle fatigue and injury prevention, massage techniques, post-massage activities, safety and professional practices, and setting up a sports massage business.

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

5. TEACHING/TRAINING ACTIVITIES

The teaching and training activities have to be conducted in the 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 specialised 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 can 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. Standardised assessment tools should be used for the assessment of knowledge of students. Necessary arrangements should be made for using technology in the assessment of students.

Knowledge Assessment (Theory)

Knowledge Assessment should include two components: one comprising of internal assessment and the second an external examination, including a 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 an 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 a group of experts of academicians, experts from existing vocational subject experts/teachers, subject experts from universities/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 blueprint for the question paper may be as follows:

Duration: 3 hrs **Maximum Mark: 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 a 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; Organise and/ or integrate unique pieces of information from a variety of sources)	**0**	**2**	**0**	**04**
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	**0**	**1**	**0**	**02**
	Total	**5x1=5**	**10x2=20**	**5x3=15**	**40**

Skill Assessment (Practical)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupational 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 Occupational 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 current experience in the industry and should have undergone effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with 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 a 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 over 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 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 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 a 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, and 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.

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

Sports Masseur

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	Foundation of Sports Massage Therapy	45	40
	Human Muscle Anatomy and Physiology	60	
	Muscle fatigue, Injuries and their Prevention	60	
	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**

Sports Masseur

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	Application of Sports Massage Therapy	40	40
	Post-Massage Activities and Rehabilitation	35	
	Manipulative Techniques in Sports Massage	45	
	Establishing a Sports Massage Business	45	
	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.	Unit	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 communication (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) 4. Chart making on elements of communication	03
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' 2. Connecting words (Conjunctions)	1. Group discussion on how to respond 2. 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 a place	1. Role-play on asking and giving directions to a place 2. Identifying symbols used for giving directions	01
			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	1. Activity on writing aims in life 2. Preparing a	03

		3. Difference between interests and abilities	worksheet on interests and abilities	
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 2. Setting SMART (Specific, measurable, attainable, realistic and timebound) goals	1. Assignment on setting SMART goals 2. Activity in developing long-term and short-term goals using the SMART method	03
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	1. Difference between	1. Interviewing	03

	attitudinal changes required to become an entrepreneur	the attitude of an entrepreneur and an employee	employees and entrepreneurs	
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 vi. Tourism vii. Transport viii. Water Management ix. Waste	1. Group discussion on sectors of the green economy 2. Preparing posters on various sectors for promoting the green economy	06

		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.	Foundation of Sports Massage Therapy	45
2.	Human Muscle Anatomy and Physiology	60
3.	Muscle fatigue, Injuries and their Prevention	60
Total		**165**

UNIT 1: FOUNDATION OF SPORTS MASSAGE THERAPY

S.No.	Learning Outcome	Theory (25 hrs)	Practical (20 hrs)	Duration (45 Hrs)
1.	Describe the meaning, scope and importance of sports massage therapy.	1. Introduction to sports massage therapy. 2. Sports massage therapist and sports masseur. 3. Purpose of sports masseur. 4. Differences between sports massage and other types of massage. 5. Importance of sports massage for athletes. 6. Contraindications and precautions in sports massage. 7. Scope of sports massage therapy 8. Understanding sports massage clients. 9. Overview of sports massage techniques.	1. Demonstration of basic massage strokes used in sports therapy. 2. Hands-on practice applying light massage techniques	15
2.	Explain the history and evolution of sports massage.	1. Origins of massage therapy. 2. Indian Contribution to the Evolution of Massage. 3. Indian Key Figures and Contributors to Sports Massage. 4. Integration of sports massage into contemporary athletic training and rehabilitation programmes.	1. Creating a timeline of key historical developments. 2. Matching massage techniques with their cultural origins 3. Sorting activities into pre-event as long as, post-event as recovery and rehabilitation 4. Demonstrating basic massage techniques using objects 5. Creating a simple post-workout sports massage routine	10
3.	Describe the core responsibilities of a sports masseur.	1. Roles and responsibilities of a sports masseur. 2. Importance of maintaining client confidentiality and boundaries. 3. Key ethical issues.	1. Role-playing ethical dilemmas involving consent, confidentiality, and professional boundaries 2. Analysing case study on scope of	10

		4. Handling conflicts of interest or inappropriate requests. 5. Ethical decision-making in common sports scenarios.	practice and professional conduct	
4.	Describe a sports masseur in work environments.	1. Role of a sports masseur in various work environments 2. Working with other healthcare professionals. 3. Developing treatment plans for different athletes and sports disciplines. 4. Common sports injuries. 5. Benefits of Massage.	1. Identifying sports massage settings 2. Collaborative role play with health professionals 3. Creating a sport-specific massage plan 4. Massage benefits through brainstorm and poster	10
			Total	**45**

UNIT 2: HUMAN MUSCLE ANATOMY AND PHYSIOLOGY

S.No.	Learning Outcome	Theory (25 hrs)	Practical (35 hrs)	Duration (60 Hrs)
1.	Describe human muscle anatomy and physiology.	1. Definition and importance of muscle physiology. 2. Types of muscle tissue (skeletal muscle, cardiac muscle, smooth muscle). 3. Role of muscles in movement, stability, and posture. 4. Introduction to neuromuscular function and motor units. 5. Energy systems used by muscles.	1. Observation and palpation of major muscle groups 2. Simple movement analysis and identifying active muscles 3. Muscle tissue identification and comparison	20
2.	Describe muscle structure and composition	1. Structure of skeletal muscle. 2. Muscle fibre types 3. Classification based on fibre arrangement. 4. Role of the nervous system in muscle contraction. 5. Neuromuscular junction and sliding filament theory.	1. Creating a muscle hierarchy model from muscle to sarcomere 2. Comparing fast-twitch and slow-twitch muscle fibre responses 3. Demonstrating muscle contraction and resistance using rubber bands	20

		6. Importance of blood supply and oxygen delivery.	4. Observing muscle activation for posture and body stability 5. Simulating nervous system signals and neuromuscular coordination	
3.	Explain lymphatic system and the factors that influence growth.	1. Lymphatic drainage massage. 2. Functions of the lymphatic system. 3. Factors affecting muscle recovery. 4. Healing process of muscle injuries. 5. Impact of ageing and inactivity on muscle mass (Sarcopenia) and the role of massage.	1. Identifying major lymph node regions on the human body 2. Practising light-pressure lymphatic self-massage techniques 3. Demonstrating lymph flow using a simple vessel model 4. Creating a muscle recovery planning chart 5. Acting out the stages of muscle injury healing 6. Practising gentle partner massage to support circulation and recovery	20
			Total	**60**

UNIT 3: MUSCLE FATIGUE, INJURIES AND THEIR PREVENTION

S.No.	Learning Outcome	Theory (25 hrs)	Practical (35 hrs)	Duration (60 Hrs)
1.	Identify muscle fatigue and recovery.	1. Muscle fatigue and its types. 2. Impact of overtraining on muscle performance. 3. Role of massage in reducing muscle fatigue. 4. Delayed onset muscle soreness (DOMS). 5. Acute muscle strain. 6. Recovery techniques.	1. Measuring muscle fatigue through hand grip strength 2. Observing the effects of static stretching on muscle tension 3. Monitoring heart rate and identifying signs of overexertion 4. Differentiating DOMS from acute muscle strain using scenarios	30

			5. Demonstrating massage techniques for muscle relaxation 6. Exploring the effect of hydration on muscle fatigue 7. Demonstrating hot–cold contrast application for recovery 8. Practising foam rolling techniques for muscle relaxation	
2.	Identify common muscle injuries and prevention.	1. Strains, sprains, and tears: causes and treatments. 2. Differences between muscle strain, ligament sprain, and tendon tear. 3. Grades of injury severity. 4. Healing process and phases of recovery. 5. RICE protocol. 6. Role of massage in rehabilitation. 7. Muscle imbalances and injury risk. 8. Muscle imbalances in clients. 9. Role of corrective exercises and massage. 10. Preventive strategies: warm-ups, stretching, and strengthening.	1. Identifying and differentiating common sports injuries 2. Practising the RICE method for basic injury management 3. Performing simple corrective exercises for strength and posture 4. Demonstrating dynamic and static stretching techniques 5. Practising safe movement and lifting techniques 6. Practising self-massage techniques using a tennis ball	30
			Total	**60**

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 (10 Hrs)	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 constructing sentences	10
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/	1. Group work on writing sentences and paragraphs 2. Group work on practicing writing sentences in active or passive voice	05

		Declarative sentence iii. Question/ Interrogative sentence iv. Emotion/ Reaction or Exclamatory sentence v. Order or Imperative sentence 5. Paragraph writing	3. Group work on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)	
	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 use of advanced features in a presentation	1. Advanced features used in a presentation 2. Inserting shapes in the presentation 3. Inserting clipart and images in a presentation 4. Changing slide layout	1. Group activity on changing slide layout on LibreOffice Impress	03
			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	1. Group discussion on the topic 'An entrepreneu r is not born	10

		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	but created' 2. Conducting a classroom quiz on various aspects of entrepreneurship	
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- i. Limiting greenhouse gas emissions ii. Minimising waste and pollution iii. Protecting and restoring ecosystems iv. Adapting to the effects of climate change	1. Preparing posters on green jobs 2. Group activity on tree plantation	7
			Total	**15**

PART B–VOCATIONAL SKILLS

S.No.	Units	Duration (hrs)
1.	Application of Sports Massage Therapy	40
2.	Post-Massage Activities and Rehabilitation	35
3.	Manipulative Techniques in Sports Massage	45
4.	Establishing a Sports Massage Business	45
Total		**165**

UNIT 1: APPLICATION OF SPORTS MASSAGE THERAPY

S.No.	Learning Outcome	Theory (20 hrs)	Practical (20 hrs)	Duration (40 Hrs)
1.	Demonstrate core principles of massage application.	1. Fundamentals of massage therapy. 2. Preparation for massage therapy. 3. Types of massage techniques: effleurage, petrissage, friction, tapotement, vibration and shaking. 4. Overview of massage pressure: light pressure, moderate pressure, deep pressure. 5. Adjusting techniques based on client needs and response. 6. Importance of rhythm, pace, and flow in massage. 7. Maintaining proper rhythm, pace, and flow.	1. Practicing effleurage using smooth, gliding massage strokes 2. Practicing petrissage through rhythmic muscle kneading 3. Practicing tapotement techniques for muscle stimulation 4. Practicing vibration and shaking techniques for muscle relaxation 5. Practicing pressure adjustment based on client feedback	10
2.	Develop a customise massage treatment plan.	1. Client consultation. 2. Assessment of the client. 3. Identifying client goals 4. Developing a customised massage treatment plan. 5. Evaluation and follow-up 6. Benefits of a customised treatment plan 7. Importance of communication in the sports masseur–client relationship.	1. Designing a personalised client intake form 2. Role-playing client consultation sessions with effective communication 3. Conducting mock client intake and assessment for treatment planning	10
3.	Demonstrate advance sports massage techniques.	1. Specialised massage techniques: Swedish massage, deep tissue massage, myofascial release and trigger point therapy. 2. Massage for athletes.	1. Practising Swedish massage strokes including effleurage and petrissage 2. Identifying and practising gentle	20

		3. Creating a professional and comfortable client experience. 4. Conducting a sports massage session. 5. Time management within a session. 6. Post-massage recommendations. 7. Documenting client progress. 8. Ethics and professionalism in massage therapy.	trigger point techniques 3. Practising myofascial release using foam rollers or rolled towels	
			Total	**40**

UNIT 2: POST-MASSAGE ACTIVITIES AND REHABILITATION

S.No.	Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (35 Hrs)
1.	Perform exercise therapy.	1. Exercise therapy and its types: strengthening exercises, mobility and flexibility exercises, balance and coordination training, cardiovascular conditioning. 2. Role of exercise therapy in post-massage recovery. 3. Guidelines for prescribing exercise based on individual needs. 4. Referral and collaborative care in sports massage practice.	1. Demonstrating basic therapeutic exercises for strength, flexibility, balance, and fitness 2. Practising gentle therapeutic exercises after massage 3. Identifying contraindications and modifying exercises for different populations	10
2.	Explore relaxation techniques.	1. Overview of relaxation techniques. 2. Importance of relaxation. 3. Physiology of muscle tension and relaxation. 4. Principles of relaxation. 5. Types of relaxation techniques. 6. Effects of relaxation 7. Techniques for relaxation.	1. Practicing deep breathing exercises for relaxation 2. Performing progressive muscle relaxation (PMR) 3. Identifying stress signs and matching suitable relaxation techniques	10

		8. Procedure of a relaxation session. 9. Indications and safe application of relaxation techniques		
3.	Explore stretching techniques.	1. Concept of stretching. 2. Benefits of stretching. 3. Effects of stretching on muscles and joints 4. Types of stretching methods. 5. Common mistakes and contraindications in stretching. 6. Safety guidelines and precautions for stretching.	1. Practising hamstring stretching for flexibility 2. Performing a dynamic warm-up walk with controlled movements 3. Practising single-leg balance and reach exercises 4. Performing shoulder mobility circles	15
			Total	**35**

UNIT 3: MANIPULATIVE TECHNIQUES IN SPORTS MASSAGE

S.No.	Learning Outcome	Theory (20 Hrs)	Practical (25 Hrs)	Duration (45 Hrs)
1.	Describe the massage techniques for athletic conditioning and recovery.	1. Types of sports Massage. 2. Basic rules of sports massage. 3. Types of sports massage based on timing: • Pre-competition massage • Inter-competition massage • Post-competition massage • Post-travel massage	1. Practicing stretch-assisted massage techniques 2. Practicing proper posture positioning for massage 3. Performing light cooling massage for post-activity relaxation 4. Identifying and practicing gentle trigger point techniques 5. Practicing a simple post-travel relaxation massage routine	20
2.	Explain manipulative techniques in general sports	1. Manipulative techniques. 2. Importance of manipulative techniques in sports massage.	1. Demonstrating effleurage using smooth, rhythmic strokes	25

	massage practice.	3. Basic principles of sports massage manipulation. 4. Types of manipulative techniques in sports massage. 5. Application of manipulative techniques based on timing. 6. Training massage. 7. Rehabilitation massage. 8. Safety measures in sports massage practice.	2. Practicing petrissage through lifting, squeezing, and kneading 3. Identifying massage techniques based on their purposes 4. Classifying massage techniques for pre-event and post-event use 5. Practicing compression techniques for muscle relaxation	
			Total	**45**

UNIT 4: ESTABLISHING A SPORTS MASSAGE BUSINESS

S.No.	Learning Outcome	Theory (20 hrs)	Practical (25 hrs)	Duration (45 Hrs)
1.	Describe business fundamentals for sports massage professionals.	1. Business types and operating models. 2. Market research and strategy. 3. Registration and taxation requirements. 4. Insurance and risk management 5. Legal, professional, and safety obligations 6. Local authority licensing and compliance 7. Application and compliance process 8. Professional and ethical practice	1. Sorting features of different business structures 2. Matching insurance types with their definitions 3. Creating a legal and regulatory compliance checklist for a small business	10
2.	Describe financial planning and pricing for sports massage services.	1. Effective pricing strategies for Indian businesses. 2. Factors affecting pricing. 3. Cost calculation for businesses. 4. Income sources for Indian service providers. 5. Pricing models.	1. Calculating sports massage service prices and package rates 2. Preparing a monthly budget.	20

		Effective financial management for individuals and businesses.		
3.	Describe marketing, operations, and growth of a sports massage business.	1. Marketing and promotion. 2. Business name and logo. 3. Service identity. 4. Setting up the workspace. 5. Financial management. 6. Booking systems 7. Recordkeeping 8. Cancellation and refund policies.	1. Creating a brand name and logo for a sports massage service 2. Comparing online and manual booking systems 3. Designing a professional sports massage workspace layout 4. Calculating service prices based on business costs 5. Practicing SOAP note documentation using a client case 6. Identifying personal data and methods for protecting client information	15
			Total	**45**

9. ORGANISATION OF FIELD VISITS

To enhance practical learning, vocational teachers should organize at least 3 field visits in a year for students. These visits provide hands-on exposure to professional sports environments, supporting the integration of classroom concepts with real-life sports settings.

General Guidelines for Organizing the Field Visit

1. **Select Relevant Sites:** Choose based on learning objectives, e.g., sports academies, gyms, physiotherapy clinics, stadiums, or sports goods factories.
2. **Plan in Advance:** Contact the site well ahead to confirm availability, permissions, and visit schedule. Ensure transport, safety, and supervision arrangements.
3. **Set Clear Learning Outcomes:** Define what students should observe or experience during the visit (e.g., training methods, injury prevention, sports facility management).
4. **Prepare Students:** Brief them on the visit goals, behaviour expectations, dress code (sports uniform if required), and note-taking.
5. **Supervise Actively:** Ensure students remain attentive, disciplined, and involved. Encourage them to ask questions and interact with professionals.

6. **Conduct Debriefing:** Organize a discussion session after the visit to reflect on key takeaways and relate them to theoretical knowledge.
7. **Document the Visit:** Prepare a short report covering date, location, key learnings, and student reflections.

10. LIST OF EQUIPMENT AND MATERIALS

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

S. No.	Name of the Equipment	Minimum Number Required (per batch of 30 trainees)
1.	Massage Tables	4
2.	Therapeutic Oils and Creams	6 sets
3.	Foam Rollers	6
4.	Stretching Bands	6
5.	Hot and Cold Therapy Tools	4 sets
6.	Massage Tools (Massage Sticks, Cupping Sets, Gua Sha Tools)	6 sets
7.	Towels and Linens	30 sets
8.	Therapeutic Ball Sets (Tennis Balls, Therapy Balls)	6 sets
9.	Resistance Bands	6
10.	Orthopaedic Supports and Braces	6 sets
11.	Stretching & Rehab Equipment (Balance Boards, Resistance Tubes), Electrotherapy Devices (TENS, EMS Units)	2 sets each
12.	Gait Analysis Tools	2
13.	Anatomical Models and Charts	2 sets
14.	Hydrotherapy Equipment (Foot Bath Massagers, Portable Hydro Units)	2 sets
15.	First Aid Kits	1
16.	Therapeutic Kinesiology Tape	6 rolls
17.	Assessment Tools (Goniometer, Tape Measure, Strength Testing Equipment)	2 sets
18.	Massage Chair	1
19.	Hydration Station	1
20.	Cleaning and Sanitizing Equipment	4 sets
21.	Thermo/Cryotherapy Equipment (Heating Pads, Cryo-Cuff Devices)	4 sets
22.	Exercise Mats	10
23.	Pulse Oximeters	2
24.	Personal Protective Equipment (PPE)	30 sets
25.	Portable Ultrasound Therapy Units	2
26.	Educational Resources (Books, Guides, Digital Learning Tools)	6 sets

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.	Qualification	Minimum Competencies
1.	Educational Qualification	Bachelor's Degree in Sports Massage, Massage Therapy, Physiotherapy, or an allied discipline from a recognized university or institution OR Diploma in Sports Massage, Massage Therapy, or Physiotherapy from a recognized university or institution, with at least two years of relevant professional experience in sports massage or massage therapy.

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

Desirable Qualifications for Sports Masseur Vocational Teacher/Trainer

Area	Desirable
Professional Certification	Recognized certification in Sports Massage, Massage Therapy, Sports Rehabilitation, or a related discipline.
Industry Experience	Practical experience in sports massage, fitness, sports, wellness, rehabilitation, or related professional settings.
Technical Skills	Sound knowledge of human anatomy and physiology, sports massage techniques, muscle fatigue, sports injuries, injury prevention, and post-massage care.
Practical Skills	Ability to demonstrate and teach safe and effective massage techniques, client positioning, hygiene, contraindications, and post-massage procedures.
Training & Assessment	Experience in vocational training, practical demonstrations, competency-based assessment, learner evaluation, and providing constructive feedback.
Professional Skills	Good communication, interpersonal skills, professionalism, ethical conduct, client care, teamwork, and workplace safety awareness.
Entrepreneurial Skills	Basic understanding of setting up and managing a sports massage service, client management, marketing, and entrepreneurship.
Additional Qualification	First Aid/CPR certification and relevant industry-recognized training are desirable.

12. ROLES AND RESPONSIBILITIES OF THE VOCATIONAL TEACHER/TRAINER

S. No.	Area	Roles and Responsibilities
1.	Curriculum Delivery	Plan and deliver the Sports Masseur curriculum in accordance with prescribed learning outcomes and competency standards.
2.	Theory & Practical Training	Conduct classroom teaching, demonstrations, practical sessions, activities, projects, and experiential learning.
3.	Technical Training	Demonstrate sports massage techniques, safe client positioning, post-massage activities, hygiene, and professional procedures.
4.	Learner Development	Develop learners' technical, communication, interpersonal, problem-solving, teamwork, and entrepreneurial skills.
5.	Safety & Hygiene	Ensure safe training practices, proper hygiene, cleanliness, client comfort, and awareness of contraindications and injury prevention.
6.	Assessment	Conduct continuous formative and practical assessments, maintain records, and provide constructive feedback.
7.	Learner Support	Identify individual learning needs and provide appropriate guidance, support, and remedial training.
8.	Industry Exposure	Facilitate industry visits, guest lectures, demonstrations, internships, and workplace exposure wherever feasible.
9.	Professional Ethics	Promote professionalism, ethical conduct, confidentiality, respect for clients, and responsible workplace behaviour.
10.	Equipment & Resources	Ensure proper use, maintenance, storage, and safe handling of massage equipment and learning resources.
11.	Career Guidance	Guide learners regarding employment, further education, self-employment, entrepreneurship, and career opportunities in sports massage.
12.	Documentation	Maintain lesson plans, attendance, practical records, assessment results, learner progress, and other required documentation.
13.	Professional Development	Keep updated with developments in sports massage, fitness, wellness, safety practices, and vocational education.
14.	Coordination	Coordinate with school authorities, industry partners, and other stakeholders to ensure effective vocational training.

13. LIST OF CONTRIBUTORS

S. No.	Name	Designation	Organisation/ Department	Address
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