

CBSE | DEPARTMENT OF SKILL EDUCATION

CURRICULUM FOR SESSION 2026-2027

PHYSICAL ACTIVITY TRAINER (SUBJECT CODE - 845)

JOB ROLE: PRIMARY YEARS PHYSICAL ACTIVITY FACILITATOR

CLASS – XI & XII

COURSE OVERVIEW

Physical Education Assistant (Primary Years) works in a primary school, an apartment and clubs to teach basic sports to build sports skills and fitness for children up to the age of 12 years. He/she is involved in conducting play activities, coaching, mentoring and training children at primary level. Physical fitness is considered a measure of the body's ability to function efficiently, effectively and without injury in work and leisure activities. The responsibilities of the individual include the implementation and delivery of an appropriately broad, balanced, relevant and differentiated physical education curriculum for students and preparing and inducting students for competitive sports. S/he needs to ensure that students are physically active within the physical education class.

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 physical activity in child development
7. Demonstrate the knowledge of hygiene and safety
8. Demonstrate the application of Ms. Excel in maintenance of records
9. Describe the purpose of emergency management
10. Follow steps for maintaining health and hygiene in the play area
11. Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection and perform assessment and evaluation of students.

SCHEME OF UNITS

CLASS	THEORY	PRACTICAL	TOTAL
Class XI	50 marks	50 marks	100 marks
Class XII	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 XI opting for skill subject along with other education subjects.

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CURRICULUM FOR SESSION 2026-2027

PHYSICAL ACTIVITY TRAINER (SUBJECT CODE - 845)

CLASS – XI (SESSION 2026-2027)

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

	UNITS	NO. OF HOURS for Theory and Practical		MAX. MARKS for Theory and Practical
Part A	Employability Skills			
	Unit 1: Communication Skills-III	15		2
	Unit 2: Self-management Skills-III	10		2
	Unit 3: Information and Communication Technology Skills-III	15		2
	Unit 4: Entrepreneurial Skills-III	10		2
	Unit 5: Green Skills-III	10		2
	Total	60		10
Part B	Subject Specific Skills	Theory (In Hours)	Practical (In Hours)	
	Unit 1: Role of Physical Education in Child Development	19	27	13
	Unit 2: Props and Equipment	9	18	6
	Unit 3: Hygiene and Safety	13	18	8
	Unit 4: Sports and Fitness	19	27	13
	Total	60	90	40
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	210		100

DETAILED CURRICULUM/TOPICS FOR CLASS XI:

PART-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-III	13
2.	Unit 2: Self-management Skills-III	07
3.	Unit 3: Information and Communication Technology Skills-III	13
4.	Unit 4: Entrepreneurial Skills-III	10
5.	Unit 5: Green Skills-III	7
TOTAL DURATION		50

Note: 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 of Physical Education in Child Development
- Unit 2: Props and Equipment
- Unit 3: Hygiene and Safety
- Unit 4: Sports and Fitness

UNIT-1: ROLE OF PHYSICAL EDUCATION IN CHILD DEVELOPMENT

LEARNING OUTCOMES	THEORY	PRACTICAL
1. Identify the physical and emotional needs of the children	Physical and emotional needs of children 2. Health triangle <ul style="list-style-type: none">• Physical health• Mental health• Social health	1. Prepare chart on Health triangle
2. Identify factors influencing physical activities	1. Factors affecting physical fitness 2. Influence of sports in well being 3. Influence of society on sports based on <ul style="list-style-type: none">• Environment• Economy• Technology• Political	Group activity on demonstration of factors influencing physical activities Group discussion on how behavioral factors influence physical activity
3. Create different levels of physical activities planning for children	1. Identifying physical activity sessions 2. Structuring physical activity sessions 3. Macro-planning 4. Meso-planning 5. Micro-planning 6. Weekly planning 7. Yoga and their benefits 8. Lesson plans for various physical activities	Prepare flow chart on planning cycle. 2. Preparation of lesson plans for various physical activities

UNIT 2: PROPS AND EQUIPMENT

LEARNING OUTCOMES	THEORY	PRACTICAL
1 Identify the various factors that need to be considered while selecting props and equipment	Selection of props and equipment Purpose and importance of props and equipment Factors affecting the selection of props and equipment	1. List down factors affecting selection of props and equipment 2. Preparation of poster of props and equipment 3. Preparation of list of equipment for conducting physical and sports activities.
2. Identify the reasons affecting the playground and equipment condition	1. Inspection of Playfields • Low frequency inspections • High frequency inspections 2. Maintenance of sport facilities	Prepare a timetable for the inspection of playfield area 2. List down the safety measure to be kept in mind while doing playfield inspection

UNIT 3: HYGIENE AND SAFETY

LEARNING OUTCOMES	THEORY	PRACTICAL
1. Identify the steps required in maintenance of hygiene in play area	Maintenance of hygiene in Play Area	Identification of cleaning materials for play area List the steps to maintain hygiene at playground.
2. Demonstrate the knowledge of basic First-Aid practices	1. First Aid 2. First Aid - Purpose and basic principle 3. Cuts and bruises 4. Heat exhaustion 5. Breathing difficulties 6. Choking 7. Basic sports injuries • Sprain • Strain 8. First Aid for Sprains 9. Concept of First Aid kit	Prepare a poster on First Aid principles Conduct on ground demonstration of first aid
3. Identify sports injuries and its rehabilitation processes	1. Types of sports injuries 2. How do you prevent sports injuries? 3. First Aid – CPR (Cardiopulmonary resuscitation) 4. Rehabilitation of sports injuries 5. Exercise for rehabilitation	Preparation of flowchart on the sequential steps of CPR Demonstration of CPR

UNIT 4: SPORTS AND FITNESS

LEARNING OUTCOMES	THEORY	PRACTICAL
1. Describe the criteria for selecting yearly sports activities	<ol style="list-style-type: none">1. Health and Physical fitness2. Benefits of Physical fitness3. Stages of Team selection4. Process of Talent Detection, Identification and Development<ul style="list-style-type: none">• Football• Basketball• Volleyball	<ol style="list-style-type: none">1. Preparation of chart for selection of students for competition2. Group discussion on importance of resources for conduction of sports competition
2. Identify resources required for organizing sports competition	<ol style="list-style-type: none">1. Organizing sports day<ul style="list-style-type: none">• Pre Sports Day• Sports Day• Post Sports Day2. Organizing Tournament<ul style="list-style-type: none">• Pre-tournament Day• Tournament Day• Post-tournament Day	<ol style="list-style-type: none">1. Preparation of chart for describing the various aspects of organising sports competition2. Preparation of chart for describing the various aspects of organising tournament
3. Importance of fitness sessions	<ol style="list-style-type: none">1. Aerobic capacity2. Anaerobic capacity3. Strength4. Flexibility5. Warm-up6. Benefits of Proper Warm-up	<ol style="list-style-type: none">1. List down the important point to be kept in mind before beginning any physical activity

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CURRICULUM FOR SESSION 2026-2027

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CLASS – XII (SESSION 2026-2027)

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

	UNITS	NO. OF HOURS for Theory and Practical		MAX. MARKS for Theory and Practical
Part A	Employability Skills			
	Unit 1: Communication Skills-IV	15		2
	Unit 2: Self-management Skills- IV	10		2
	Unit 3: Information and Communication Technology Skills- IV	15		2
	Unit 4: Entrepreneurial Skills- IV	10		2
	Unit 5: Green Skills- IV	10		2
	Total	60		10
Part B	Subject Specific Skills	Theory	Practical	Total
	Unit 1: Overview of Physical Education and Sports Sector	18	19	10
	Unit 2: Assessment of Students	18	19	10
	Unit 3: Emergency Management	18	23	10
	Unit 4: Health and Hygiene in Play Area	21	14	10
	Total	75	75	40
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
	Total	210		100

DETAILED CURRICULUM/TOPICS FOR CLASS XII

Part-A: EMPLOYABILITY SKILLS

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

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

Part-B – SUBJECT SPECIFIC SKILLS

- Unit 1: Overview of Physical Education and Sports Sector
- Unit 2: Assessment of Students
- Unit 3: Emergency Management
- Unit 4: Health and Hygiene in Play Area

UNIT 1: OVERVIEW OF PHYSICAL EDUCATION AND SPORTS SECTOR

LEARNING OUTCOMES	THEORY	PRACTICAL
1. Describe the job profile and career opportunities of a Physical Education Assistant	<ol style="list-style-type: none">1. Teaching Physical Education2. Coaching3. Sports Management4. Fitness sector5. Equipment managers6. Sports journalism7. Photography8. Sports Medicine9. Sports Psychologists10. Sports Nutritionists	<ol style="list-style-type: none">1. List the skills required for teaching physical education2. Discussion on various occupations in physical education and sports
2. Differentiating between Physical Activity, Games, Sports and Recreation	<ol style="list-style-type: none">1. Physical activity2. Games3. Sports4. Recreation	<ol style="list-style-type: none">1. Demonstrate the knowledge of difference between physical activities, games, sports and recreation for different age groups

LEARNING OUTCOMES	THEORY	PRACTICAL
3. Describe the importance of life skills in sports	<ol style="list-style-type: none"> 1. Life skills 2. Learn on how to deal with failure 3. Importance of working hard 4. Sports will teach you how to be a team member 5. Learning how to make sacrifices 6. Learning discipline 7. Time management 	<ol style="list-style-type: none"> 1. Divide teams in your class to conduct a competition for the following sports and observe <ol style="list-style-type: none"> a. Foot Ball b. Kho – Kho

UNIT 2: ASSESSMENT OF STUDENTS

LEARNING OUTCOMES	THEORY	PRACTICAL
1. Compare the various types of assessment and purpose of evaluation	<ol style="list-style-type: none"> 1. Meaning of assessment 2. Types of assessment – <ul style="list-style-type: none"> • Self-assessment, • Peer assessment • Teacher Observation • Homework 3. Factors influencing assessment <ul style="list-style-type: none"> • Physical factors • School factors • Teacher factors 4. Assessment tools <ul style="list-style-type: none"> • Checklist • Rubrics • Benchmark 5. Types of evaluation <ul style="list-style-type: none"> • Formative evaluation • Summative Evaluation • Diagnostic Evaluation 	<ol style="list-style-type: none"> 1. Discussion on the importance of assessment and evaluation 2. Group discussion on factors influencing assessment 3. Preparation of chart on types of assessment
2. Identify the steps of qualitative and quantitative assessment	<ol style="list-style-type: none"> 1. Meaning and steps in qualitative assessment 2. Meaning and steps in quantitative assessment 	<ol style="list-style-type: none"> 1. Draw a chart showing the steps of qualitative assessment 2. Group discussion on qualitative and quantitative assessment

LEARNING OUTCOMES	THEORY	PRACTICAL
3. Organize assessment and evaluation of students	<ol style="list-style-type: none"> 1. Elements of teaching process 2. Ongoing evaluation 3. Key success factors for imparting high quality Physical Education 4. Organizing an evaluation plan 	<ol style="list-style-type: none"> 1. Prepare a chart for the four elements that make up the whole process of teaching. 2. List four key success factors which show that high quality physical education has been imparted to students
4. Demonstrate the knowledge of organizing interaction with parents	<ol style="list-style-type: none"> 1. Parent-Teacher Meeting 2. Managing Parent-Teacher meeting 3. Interaction with parents post assessments 4. Explanation of performance evaluation 5. Steps to improve performance of slow learners 	<ol style="list-style-type: none"> 1. Identify methods of reaching out to the parents 2. Role play for explanation of student's report to parents

UNIT 3: EMERGENCY MANAGEMENT

LEARNING OUTCOMES	THEORY	PRACTICAL
1. Identify the importance of emergency response	<ol style="list-style-type: none"> 1. Meaning of emergency response 2. Need and importance of emergency response <ul style="list-style-type: none"> • dealing with heat stroke • allergies • asthma attacks • sudden cardiac arrest 3. CPR 	<p>Group discussion on emergency response</p> <ol style="list-style-type: none"> 2. Preparation of a plan for emergency response <p>Create a poster showing the steps of CPR</p>
2. Identify and respond to emergencies in play field	<ol style="list-style-type: none"> 1. First Aid 2. DRABC of First Aid 3. First Aid - Purpose and Basic principles 4. Basic sports injuries <ul style="list-style-type: none"> • Sprain • Strain 5. Instructions for R.I.C.E. 6. Concept of First Aid kit 7. Area inspection for safety 8. Roles and responsibilities of first responder 9. Equal opportunities 10. First Aid procedures 	<ol style="list-style-type: none"> 1. Group discussion on importance of first responder 2. Demonstration of first aid procedures. 3. Preparation of an emergency plan

UNIT 4: HEALTH AND HYGIENE IN PLAY AREA

LEARNING OUTCOMES	THEORY	PRACTICAL
1. Demonstrate knowledge about players' health and hygiene	Maintenance of player's health and hygiene 2. General Hygiene and Sanitation rules 3. Hygiene tips	Prepare chart on general hygiene and sanitation rules
2. Describe the hygiene and health in play area	Inspection and maintenance of sports facilities and kits <ul style="list-style-type: none">• Low frequency inspections• High frequency inspections 2. Personal items and kits inspections 3. Maintenance of Hygiene in play area	Write a paragraph about importance of play area inspection

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.

LIST OF GENERAL EQUIPMENT AND MATERIALS

S. No.	Name of Equipment	Minimum No. of Equipment required (for 40 students)
1.	9-Step Hurdle	2 pieces
2.	Agility Ladder	4 pieces
3.	Bags and Bag Packs	40 pieces
4.	Balance Beam Set	4 pieces
5.	Ball Storage Duffel/Tote Bag	4 pieces
6.	First Aid Box	2 kit
7.	Gym Mats/Yoga Mats	40 pieces
8.	Knee Pads	40 pairs
9.	Medicine Ball	4 pieces
10.	Marking Cones	15 pieces
11.	Nylon Bibs	40 pieces
12.	Saucer Cone	40 pieces
13.	Sit and Reach Box	4 pieces
14.	Storage Cupboards/ <i>Sandook</i>	5 pieces
15.	Water Bottles	40 pieces
16.	Weighing Scale	1 piece
17.	Whistle	2 pieces
18.	Wrist Bands	40 pieces

LIST OF GAME-SPECIFIC EQUIPMENT AND MATERIALS

BASKETBALL

S. No.	Name of Equipment	Minimum No. of Equipment required (for 40 students)
1.	Basketball	3 pieces
2.	Basketball Board	2 pieces
3.	Basketball Headbands	40 pieces
4.	Basketball Hoop	4 pieces
5.	Basketball Jerseys	40 pieces
6.	Basketball Net	5 pieces
7.	Basketball Ring	4 pieces
8.	Basketball Shoes	40 pairs
9.	Basketball Shorts	40 pieces
10.	Basketball Socks	40 pairs

VOLLEYBALL

S. No.	Name of Equipment	Minimum No. of Equipment required (for 40 students)
1.	Location Locators	12 pieces
2.	Penalty Cards	4 cards (Yellow and red)
3.	Score Cards	2 pieces
4.	Serving Machine	1 piece
5.	Volleyball Ball	3 pieces
6.	Volleyball Cotton Nets	2 pieces
7.	Volleyball Fibre Antennas	2 pair
8.	Volleyball Jersey	40 pieces
9.	Volleyball Shirts	40 pieces
10.	Volleyball Shoes	40 pairs
11.	Volleyball Shorts	40 pieces

FOOTBALL

S. No.	Name of Equipment	Minimum No. of Equipment required (for 40 students)
1.	Ball Carrying Net	2 pieces
2.	Bibs	40 pieces
3.	Corner Flag	4 pieces
4.	Corner Flag Pole (Fibre)	4 pieces
5.	Electric Pump	2 pieces
6.	Football Jersey	40 pieces
7.	Football Match ball	2 pieces
8.	Football Practice Ball	5 pieces
9.	Football Shoes	40 pairs
10.	Football Shorts	40 pieces
11.	Goal Keeping Glove	2 pairs
12.	Goal Net Nylon	2 pieces
13.	Marking Tray	4 pieces
14.	Mini Portable Goal Post	4 pieces

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
A Graduate with a major in Physical Education) with at least 2 years of teaching/work experience OR A Bachelor of Physical Education (B.P. Ed) with at least 2- years of teaching/ work experience OR A Postgraduate in Physical Education from a recognized Institute/ University.	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 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 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 up gradation 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 – ground men, 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

CAREER PROGRESSION AND HIGHER EDUCATION VERTICAL INTEGRATION OF THE COURSE:

SKILL COURSE

- (Early Years) Physical Activity Trainer (Instructor)
- NSQF Level 2 (CLASS IX - X)

SKILL COURSE

- (Primary Years) Physical Activity Trainer (Instructor)
- NSQF Level 3 (CLASS XI - XII)

BPED, MPED offered by UGC

- PGT/TGT - School
- HOD Sports - School

MPED with NET

- Lecturer / Reader in college

MPED/MPHIL, PHD with NET

- Professor / Associate professor

PHD, SPORTS SCIENCE

- Exercise Scientist