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FAQs

Related to Certification Manual

This document is a collection of various queries raised by different members of associations and RIMYI's responses to those queries. This document is meant to be a common resource pool for all Association representatives and will be updated at regular intervals with newer relevant queries. The queries and respective responses have been grouped together under common headings like mentoring, syllabus, assessors, etc. for ease of reference.

In case you have a query, you are advised to go through this document first to check if RIMYI has already responded to a query like yours.

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Mentors/Mentoring

1. *The requirements to be a mentor are unclear from the table mentioned in the manual. Can you clarify what are the exact requirements for someone to be considered as a mentor?*

RIMYI Response: For any person to be considered as a mentor, he/she must meet the requirements of point 1 AND point 2. The first requirement is that the person should be teaching regularly and be well versed with the syllabus of that level (this is written as point 1 for each level). The second requirement is that of certification level. Various options are indicated in point 2 to help Associations through the transition period by stating the minimum certification requirement from different levels (old system) and its equivalent in the new system. These choices are indicated by 'OR'. Any person who is under consideration will have to fulfil at least one option from point 2. Mentors for Level 3 have a third requirement of RIMYI visit.

2. *Teachers currently conducting general classes as per syllabus of Level 1 for at least 2 years implies to me that all Level 2 teachers must wait until July 1, 2022 to begin mentoring aspiring Level 1 teachers. Is that correct? Further, is it correct that previous Intermediate Junior 1 teachers must wait until July 1, 2023 to begin mentoring aspiring Level 1 teachers?*

RIMYI Response: Level 2 teachers are a combination of IJ1 and IJ2 teachers. These criteria are for the transition period - for example, if there is IJ2 who wishes to start mentoring immediately, then that teacher must fulfil two conditions to be eligible- that she has been conducting general classes for the past two years (as per the syllabus is indicative as there is some overlap between the previous syllabus and Level 1 syllabus) and the second condition is that she has been certified Int J2 for at least 2 years. In the case of Int J1 teachers who are now recognised as Level 2 and wish to mentor, these must be dealt with on a case-to-case basis. If the mentoring teacher of someone certified at Int J1 is confident and will recommend and oversee the mentoring of their student, it is acceptable. However, it is important to remember that Int J1 with recent certification have relatively less experience and we must emphasise to these teachers that becoming a mentor or an assessor are neither requisites nor milestones to becoming a good teacher.

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3. *In X country, we have a group of Level 2s and Level 3s but only one person at level 4. So just one person to mentor all the level 2s and no-one for Level 3. How can our Level 2s progress?*
4. *My reading of the document leads me to believe level 2s can be mentored/trained by level 3s, but my Association reads it as saying I need to be trained and signed off for assessment by a teacher currently at level 4. There are no such qualified teachers in the country in which I live. What can I do?*
5. *In Y country, for those wishing to train for Level 3 the way I read the new guidelines is that there is only one teacher qualified to mentor at L3 level and also the only teacher qualified to assess at this level. This seems to me to be less than ideal, especially in the world we currently live in. We are now even more reliant on seniors from other countries than we were before and as trainees we have no choice as to who we train with in my country. Am I correct in the way I read and understand this?"*

RIMYI Response: To specific concerns on few or no teachers at Level 3/4 for mentoring and assessment, Guruji's guidance on this matter is mentioned on the note on Page 10 "All certified teachers, who have rich experience in teaching but have not pursued further certification levels, and were granted special permission either by Guruji, RIMYI or their Associations, may continue to do so. Associations may consider similar requests on a case to case basis".

During this transition, the role of seniors (irrespective of their previous certification levels) with their rich experience, maturity and wisdom will be crucial as they teach, impart experience and knowledge to youngsters in the systems. Even though the specifics may change based on country context, Associations may follow this principle laid down by Guruji. This will help to smoothen the transition. In the same spirit, RIMYI may grant exceptions based on this principle, keeping the respective country's Association informed.

6. *I am a certified Iyengar yoga teacher (junior intermediate 3-old system, Level 3-new system) from X country. My country does not have an association. Since 2008 until 2018 my teacher was from Y country. I was certified for the Junior intermediate 3 in 2018. I read that I can be a mentor for Level 1. Did I read correctly? And if yes, are there any further specifications? Do I need, for example, permission from my mentor or from the Institute or from the Association of my teacher's country?*

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RIMYI Response: If there is no country association, then the aspiring student should first approach his/her teacher to seek their feedback. After receiving the teacher's feedback, the aspiring student should then write to RIMYI - at the moment, RIMYI is dealing with all such individual cases in countries with no associations.

Assessors

1. *There is mention on page 55 that assessors of a certain level have to had been to RIMYI, but I don't see that in the qualifications for assessors page. Can you clarify the visits to RIMYI requirements for assessors?*

RIMYI Response: The criteria is mentioned on Page 10 i.e. trainers/mentors for Level 3. It holds for assessors as well.

2. *In the guidelines, you are saying that assessors-to-be require only 2 or 3 years of experience - I do not understand how is such a short time enough?*

RIMYI Response: It is important to understand that the focus should be on the quality of the assessment and assessor, rather than the number. The process of an assessor-in-training becoming an assessor is largely dependent on the country context as well as the total number of assessments carried out in that country in a year. For example, some associations may hold upto 4 assessments in a year and therefore, the assessors-in-training are exposed to multiple assessments in a short period of time. There may be some associations that hold only one assessment a year and therefore, the assessors-in-training will take a longer time to gain the relevant exposure and experience. The focus, at any given time, should not be on the numbers but on the quality and sensitivity of the process.

The eligibility criteria in the guidelines are written keeping a 'minimum' number in mind, however it should be well understood that it is quite likely that when you start implementing these guidelines, we will realise that it needs a lot more time.

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Teaching Pregnant Women

Teacher Training Courses (TTCs)

1. *In December of 2019, it seemed that TTC's were to be allowed under the following conditions: 3 years long, 25 people or less, only one TTC to be carried out at a time. Is this still true? Or are there to be no TTC's at all?*

RIMYI Response: What was mentioned in December on TTCs still holds. The Association must be informed of any new TTCs and it is in turn, the Association's responsibility to inform RIMYI.

2. *Earlier, many teachers would offer 2-5 day events that were billed as teacher training. These weekends would be a combination of asana and pranayama classes, Q&A sessions, practice teaching, learning how to correct and adjust, etc. Are these allowed?*

RIMYI Response: Specifically, on the type of events mentioned - these are at the discretion of the students and the teachers who offer these courses. The broader philosophy on mentoring and TTCs is covered in the note on Page 45. RIMYI's stance is that it is the responsibility of the teachers who offer these courses to reflect on the note and then decide what is the best way to serve students. We fully recognise that there may be merit in courses like those that you mention but we urge caution and reflection both on the part of teachers and students before taking up any of these offerings.

Level 4 assessments

1. *With respect to Level 4 assessments being conducted at RIMYI: Will candidates need to present in-person; or will there be some type of online option; or will this involve sending a photo/video portfolio? If we are required to present in-person, will there be a specified time that the assessments take place, or will we be able to present at any time through the year (once the Institute reopens)?*

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RIMYI Response: All queries related to Level 4 assessments are being dealt on a case-to-case basis. At the moment, RIMYI is not insisting on a fixed pattern for this assessment due to the current uncertainty for everyone. Any arrangement (online or offline) will be decided after discussion with the candidate and/or respective association.

Syllabus

1. *Some poses have been moved “up” a level. For example, Parivrtta Ardha Chandrasana was an Intro II pose. Now it is a Level 2 pose. Can a Level 1 teacher previously certified at the Intro II level continue to teach Parivrtta Ardha Chandrasana?*

RIMYI Response: This is at the discretion of the certified teacher. If the teacher has been previously teaching (and was allowed to do so) Parivrtta Ardha Chandrasana and is confident, then he/she should continue to do so. However, if the teacher is under confident, it is safer and in the interest of the student for the teacher to not teach the pose.

2. *Page 34 of the Final Revision lacks Gem for Women as a required text. Page 35 clearly implies that it is required at Level 1*

RIMYI Response: Gem for Women is required theory text for Level 2 which is not connected to the asana syllabus mentioned. It is used as a reference point for some asanas in Level 1 - but there is no contradiction there.

New Assessment System

1. *Please confirm that only one recommendation is needed to apply for assessment*

RIMYI Response: Only one recommendation.

2. *In December and the earlier drafts, you had mentioned that candidates are to send a feedback form to RIMYI after the class conducted by the assessor(s). The*

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form is still there in the Appendix but there is no mention in the guidelines. Do you still plan to collect the feedback?

RIMYI Response: Yes. There has been a printing error but feedback forms are still expected to be collected at the end of the Assessor's class for Level 2 and Level 3 assessments using the feedback form provided in the appendix. There is no such class for Level 1 assessment.
