

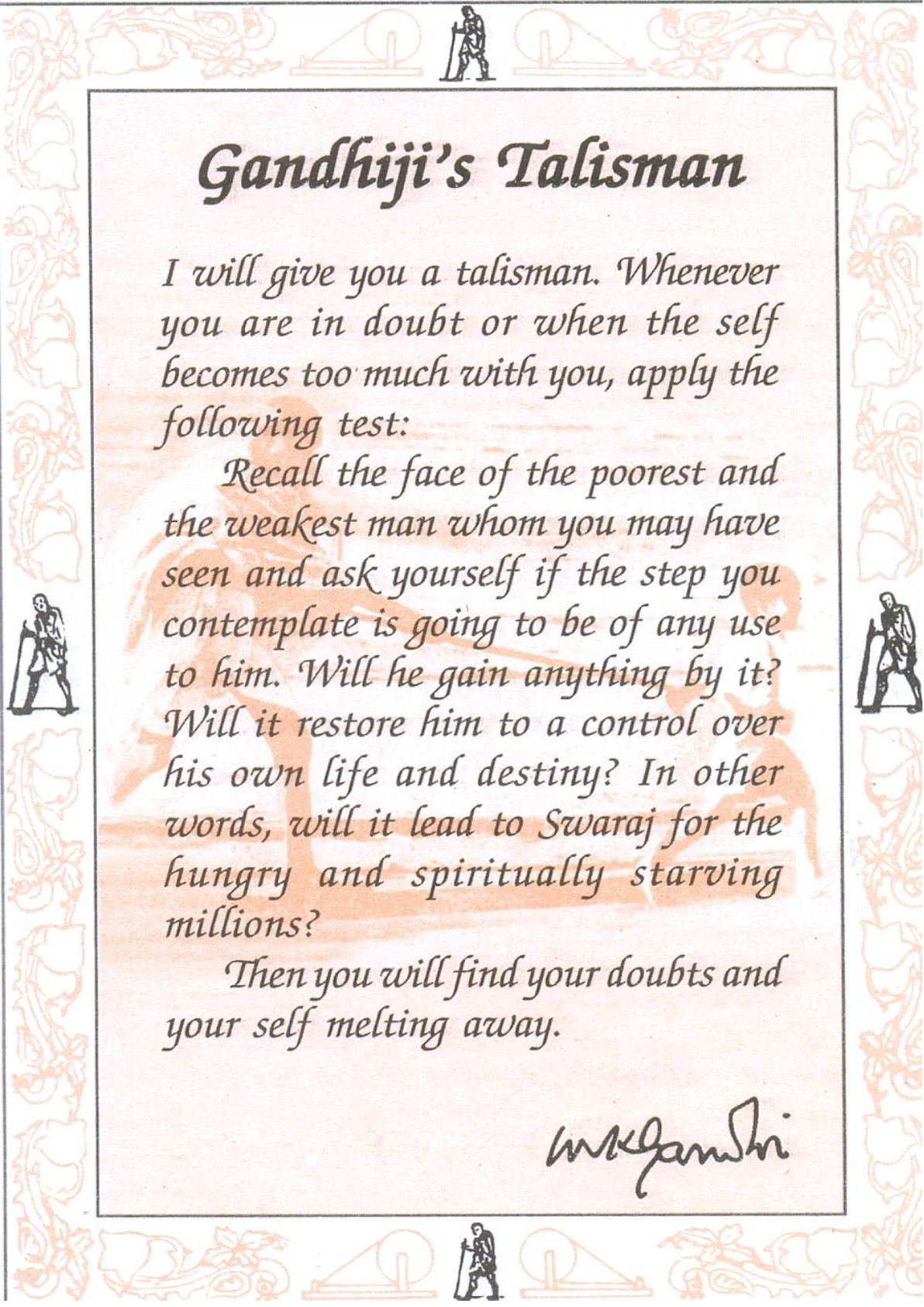
LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

COURSE: Health Care
JOB ROLE: General Duty Assistant Trainee
(QUALIFICATION PACK: Ref. Id.HSS/Q5107)

Classes 11 and 12



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
Shyamla Hills, Bhopal- 462 002, M.P., India
<http://www.psscive.nic.in>



Gandhiji's Talisman

I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away.

M. Gandhi

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**LEARNING OUTCOME BASED VOCATIONAL
CURRICULUM**

**Health Care – General Duty Assistant
Trainee**

Jan, 2023

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<http://www.psscive.nic.in>

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FOREWORD

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

It is a matter of great pleasure to introduce this learning outcome based curriculum as part of the vocational training packages for the job role of General Duty Assistant. The curriculum has been developed for the higher secondary students of vocational education and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualification Framework (NSQF).

The curriculum aims to provide children with employability and vocational skills to support occupational mobility and lifelong learning. It will help them to acquire specific occupational skills that meet employers' immediate needs. The teaching process is to be performed through the interactive sessions in classrooms, practical activities in laboratories and workshops, projects, field visits, and professional experiences.

The curriculum has been developed and reviewed by a group of experts and their contributions are greatly acknowledged. The utility of the curriculum will be adjudged by the qualitative improvement that it brings about in teaching-learning. The feedback and suggestions on the content by the teachers and other stakeholders will be of immense value to us in bringing about further improvement in this document.

Dinesh Prasad Saklani
Director
National Council of Education Research and Training

PREFACE

India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth are immense and the possibilities are equally exciting. The world is looking at us to deliver sustainable growth and progress. To meet the growing expectations, India will largely depend upon its young workforce. The much-discussed demographic dividend will bring sustaining benefits only if this young workforce is skilled and its potential is channelized in the right direction.

In order to fulfil the growing aspirations of our youth and the demand of skilled human resource, the Ministry of Human Resource Development (MHRD), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education that aims to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted the responsibility to develop learning outcome based curricula, student workbooks, teacher handbooks and e-learning materials for the job roles in various sectors, with growth potential for employment.

The PSSCIVE firmly believes that the vocationalisation of education in the nation need to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfil the needs of the society and the world of work. In order to honour its commitment to the nation, the PSSCIVE has initiated the work on developing learning outcome based curricula with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings and use of reference materials develops a National Curriculum.

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, and valuable time and positively responding to our request for development of curriculum. We are grateful to MHRD and NCERT for the financial support and cooperation in realising the objective of providing learning outcome based modular curricula and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *Samagra Shiksha* of MHRD.

Finally, for transforming the proposed curriculum design into a vibrant reality of implementation, all the institutions involved in the delivery system shall have to come together with a firm commitment and they should secure optimal community support. The success of this curriculum depends upon its effective implementation and it is expected that the managers of vocational education and training system, including subject teachers will make efforts to create better facilities, develop linkages with the world of work and foster a conducive environment as per the content of the curriculum document.

The PSSCIVE, Bhopal remains committed in bringing about reforms in the vocational education and training system through the learner-centric curricula and courseware. We hope that this document will prove useful in turning out more competent Indian workforce for the 21st Century.

DEEPAK PALIWAL
Joint Director
PSS Central Institute of Vocational Education

ACKNOWLEDGEMENTS

On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE) we are grateful to the members of the Project Approval Board (PAB) of *Samagra Shiksha* and the officials of the Ministry of Human Resource Development (MHRD), Government of India for the financial support to the project for development of learning outcome based curricula.

We are grateful to the Director, NCERT for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of RMSA, MHRD, RMSA Cell at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC) and Health Care Sector Skill Council (HCSSC) for their academic support and cooperation.

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

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

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

PSSCIVE Team

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1. COURSE OVERVIEW

COURSE TITLE: Health Care – General Duty Assistant

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

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

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

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

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

| | |
|-------------------------|------------------|
| COURSE DURATION: | 600 hrs |
| Class 11 | : 300 hrs |
| Class 12 | : 300 hrs |
| Total | : 600 hrs |

2. SCHEME OF UNITS

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 11 and 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 11 is as follows:

| CLASS 11 | | | |
|-----------------|---|---|---|
| Units | | No. of Hours for Theory and Practical =300 (270 Teaching and Training + 30 Evaluation) | Max. Marks for Theory and Practical = 100 (30 Theory and 70 Practical) |
| Part A | Employability Skills | | |
| | Unit 1: Communication Skills – III | 25 | |
| | Unit 2: Self-management Skills - III | 25 | |
| | Unit 3: Information and Communication Technology Skills – III | 20 | |
| | Unit 4: Entrepreneurship Development – III | 25 | |
| | Unit 5: Green Skills - III | 15 | |
| | | 110 | |
| Part B | Vocational Skills | | |
| | Unit 1: Introduction to Healthcare System | 25 | |
| | Unit 2: Role of General Duty Assistant in Patient Care | 25 | |
| | Unit 3: Customer Service and Public Relation | 25 | |
| | Unit 4: Human Anatomy, Physiology and Nutrition | 25 | |
| | Unit 5: Primary Healthcare and Medical Emergency | 20 | |
| | Unit 6: Handling Emergency Services | 20 | |
| | Unit 7: Personal Hygiene and First Aid | 20 | |
| | | 160 | 20 |
| Part C | Practical Work | | |
| | Practical Examination | 06 | 15 |
| | Written Test | 01 | 10 |
| | Viva Voice | 03 | 10 |
| | | 10 | 35 |
| Part D | Project Work/Field Visit | | |
| | Practical File/Student Portfolio | 10 | 20 |
| | Viva Voice | 10 | 15 |
| | | 20 | 35 |
| | Total | 300 | 100 |

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

| CLASS 12 | | | |
|-----------------|--|---|---|
| Units | | No. of Hours for Theory and Practical =300 (270 Teaching and Training + 30 Evaluation) | Max. Marks for Theory and Practical = 100 (30 Theory and 70 Practical) |
| Part A | Employability Skills | | |
| | Unit 1: Communication Skills – IV | 25 | |
| | Unit 2: Self-management Skills – IV | 25 | |
| | Unit 3: Information and Communication Technology Skills – IV | 20 | |
| | Unit 4: Entrepreneurship Development – IV | 25 | |
| | Unit 5: Green Skills - IV | 15 | |
| | | 110 | 10 |
| Part B | Vocational Skills | | |
| | Unit 6: Hospital Management System | 25 | |
| | Unit 7: Sterilization and Disinfection | 25 | |
| | Unit 8: Introduction to Medication | 20 | |
| | Unit 9: Immunization | 25 | |
| | Unit 10: Physiotherapy | 30 | |
| | Unit 11: Bio Medical Waste Management | 20 | |
| | Unit 12: Medical Records | 15 | |
| | | 160 | 20 |
| Part C | Practical Work | | |
| | Practical Examination | 06 | 15 |
| | Written Test | 01 | 10 |
| | Viva Voice | 03 | 10 |
| | | 10 | 35 |
| Part D | Project Work/Field Visit | | |
| | Practical File/Student Portfolio | 10 | 15 |
| | Viva Voice | 10 | 10 |
| | | 20 | 35 |
| | Total | 300 | 100 |

3. TEACHING/TRAINING ACTIVITIES

The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained vocational teachers. Vocational teachers

should make effective use of a variety of instructional aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to the students.

PRACTICAL WORK IN LABORATORY/WORKSHOP

Practical work may include but not limited to hands-on-training, simulated training, role play, case based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the vocational teacher to the Head of the Institution.

FIELD VISITS/ EDUCATIONAL TOUR

In field visits, children will go outside the classroom to obtain specific information from experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by the Vocational Teachers for systematic collection of information by the students on the various aspects. Principals and Teachers should identify the different opportunities for field visits within a short distance from the school and make necessary arrangements for the visits. At least three field visits should be conducted in a year.

4. ASSESSMENT AND CERTIFICATION

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.

The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

KNOWLEDGE ASSESSMENT (THEORY)

Knowledge Assessment should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board. The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper based test or short structured questions based on the content of the curriculum.

WRITTEN TEST

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, subject experts from university/colleges or industry. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

The blue print for the question paper may be as follows:

Duration: 3 hrs

Max. Mark: 30

| | Typology of Question | No. of Questions | | | Marks |
|----|--|----------------------------|------------------------|-----------------------|------------------------------|
| | | Very Short Answer (1 mark) | Short Answer (2 Marks) | Long Answer (3 Marks) | |
| 1. | Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information) | 3 | 2 | 2 | 13 |
| 2. | Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information) | 2 | 3 | 2 | 14 |
| 3. | Application – (Use abstract information in concrete situation, to apply knowledge to new situations; Use given content to interpret a situation, provide an example, or solve a problem) | 0 | 2 | 1 | 07 |
| 4. | High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources) | 0 | 2 | 0 | 04 |
| 5. | Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values) | 0 | 1 | 0 | 02 |
| | Total | 5x1=5 | 10x2=20 | 5x3=15 | 40 (20 questions) |

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

Project Work (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

Student Portfolio is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

Viva voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

5. UNIT CONTENTS

CLASS 11

Part A: Employability Skills

| S.No. | Units | Duration (hrs) |
|-------|---|----------------|
| 1. | Communication Skills- III | 25 |
| 2. | Self-management Skills - III | 25 |
| 3. | Information and Communication Technology Skills - III | 20 |
| 4. | Entrepreneurial Skills - III | 25 |
| 5. | Green Skills - III | 15 |
| | Total | 110 |

| UNIT 1: COMMUNICATION SKILLS - III | | | |
|---|--|--|------------------------------|
| Learning Outcome | Theory (10 hrs) | Practical (15 hrs) | Duration (25 hrs) |
| 1. Demonstrate knowledge of communication | <ol style="list-style-type: none"> 1. Introduction to communication process 2. Importance of communication 3. Elements of communication 4. Perspectives in communication 5. Effective communication | <ol style="list-style-type: none"> 1. Role play on the communication process 2. Group discussion on the importance of communication and factors affecting perspectives in communication 3. Charts preparation on elements of communication 4. Classroom discussion on the 7Cs (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) for effective communication | 03 |
| 2. Demonstrate verbal communication | <ol style="list-style-type: none"> 1. Verbal communication 2. Public Speaking | <ol style="list-style-type: none"> 1. Role-play of a phone conversation. 2. Group activity on delivering a speech and practicing public speaking | 02 |
| 3. Demonstrate non-verbal communication | <ol style="list-style-type: none"> 1. Importance of non-verbal communication 2. Types of non-verbal communication 3. Visual communication | <ol style="list-style-type: none"> 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. Demonstrate speech using correct pronunciation | <ol style="list-style-type: none"> 1. Pronunciation basics 2. Speaking properly 3. Phonetics 4. Types of sounds | <ol style="list-style-type: none"> 1. Group activities on practicing pronunciation | 01 |
| 5. Apply an assertive communication style | <ol style="list-style-type: none"> 1. Important communication styles 2. Assertive communication 3. Advantages of assertive communication 4. Practicing assertive communication | <ol style="list-style-type: none"> 1. Group discussion on communication styles 2. Group discussion on observing and sharing communication styles | 03 |
| 6. Demonstrate the knowledge of saying no | <ol style="list-style-type: none"> 1. Steps for saying 'No' 2. Connecting words | <ol style="list-style-type: none"> 1. Group discussion on how to say '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 activity on identifying parts of speech 2. Writing a paragraph with punctuation marks 3. Group activity on constructing sentences 4. Group activity on identifying parts of speech | 03 |
| 8. Write correct sentences and paragraphs | 1. Parts of a sentence 2. Types of object 3. Types of sentences 4. Paragraph | 1. Activity on framing 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 and group discussion on how to greet different people? | 02 |
| 10. Introduce yourself to others and write about oneself | 1. Talking about self 2. Filling a form | 1. Practicing self-introduction and filling up forms 2. Practicing self-introduction to others | 01 |
| 11. Develop questioning skill | 1. Main types of questions 2. Forming closed and open-ended questions | 1. Practice exercise on forming questions 2. Group activity on framing questions | 01 |
| 12. Communicate information about family to others | 1. Names of relatives 2. Relations | 1. Practice talking about family 2. Role-play on talking about family members. | 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 2. Using landmarks | 1. Role-play on asking and giving directions 2. Identifying symbols used for giving directions | 01 |
| Total | | | 25 |

| UNIT 2: SELF-MANAGEMENT-III | | | |
|--|--|--|--------------------------|
| Learning Outcome | Theory (10 hrs) | Practical (15 hrs) | Duration (25 hrs) |
| 1. Identify and analyse own strengths and weaknesses | 1. Understanding self 2. Techniques for identifying strengths and weaknesses 3. Difference between interests and abilities | 1. Activity on writing aims in life 2. Preparing a worksheet on interests and abilities | 03 |

| | | | |
|---|---|--|-----------|
| 2. Demonstrate personal grooming skills | 1. Guidelines for dressing and grooming 2. Preparing a personal grooming checklist | 1. Role-play on dressing and grooming standards 2. Self-reflection activity on various aspects of personal grooming | 04 |
| 3. Maintaining 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 teamwork | 03 |
| 5. Develop networking skills | 1. Benefits of networking skills 2. Steps to build networking skills | 1. Group activity on networking in action 2. Assignment on networking skills | 03 |
| 6. Describe the meaning and importance of self-motivation | 1. Meaning of self-motivation 2. Types of motivation 3. Steps to building self-motivation | 1. Activity on staying motivated 2. Assignment on reasons hindering motivation | 03 |
| 7. Set goals | 1. Meaning of goals and purpose of goal-setting 2. Setting SMART goals | 1. Assignment on setting SMART goals 2. Activity on developing long-term and short-term goals using SMART method | 03 |
| 8. Apply time management strategies and techniques | 1. Meaning and importance of time management 2. Steps for effective time management | 1. Preparing a checklist of daily activities | 03 |
| Total | | | 25 |

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY-III

| Learning Outcome | Theory (08 hrs) | Practical (12 hrs) | Duration (20 hrs) |
|--|--|---|-------------------|
| 1. Create a document on the word processor | 1. Introduction to ICT 2. Advantages of using a word processor. 3. Work with Libre Office Writer | 1. Demonstration and practice of the following: <ul style="list-style-type: none"> • Creating a new document • Typing text • Saving the text • Opening and saving file on Microsoft Word/Libre Office Writer. | 02 |

| | | | |
|---|--|--|-----------|
| 2. Identify icons on the toolbar | <ol style="list-style-type: none"> 1. Status bar 2. Menu bar 3. Icons on the Menu bar 4. Multiple ways to perform a function | <ol style="list-style-type: none"> 1. Group activity on using basic user interface of LibreOffice writer 2. Group activity on working with Microsoft Word | 02 |
| 3. Save, close, open and print document | <ol style="list-style-type: none"> 1. Save a word document 2. Close a word document 3. Open an existing document 4. Print | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 1. Change style and size of text 2. Align text 3. Cut, Copy, Paste 4. Find and replace | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 1. Use of spell checker 2. Autocorrect | <ol style="list-style-type: none"> 1. Group activity on checking spellings and grammar using LibreOffice Writer 2. Group activity on checking spellings and grammar using Microsoft Word | 02 |
| 6. Insert lists, tables, pictures, and shapes in a word document | <ol style="list-style-type: none"> 1. Insert bullet list 2. Number list 3. Tables 4. Pictures 5. Shapes | <ol style="list-style-type: none"> 1. Practical exercise of inserting lists and tables using LibreOffice Writer | 03 |
| 7. Insert header, footer and page number in a word document | <ol style="list-style-type: none"> 1. Insert header 2. Insert footer 3. Insert page number 4. Page count | <ol style="list-style-type: none"> 1. Practical exercise of inserting header, footer and page numbers in LibreOffice Writer 2. Practical exercise of inserting header, footer and page numbers in Microsoft Word | 03 |
| 8. Make changes by using the track change option in a word document | <ol style="list-style-type: none"> 1. Tracking option 2. Manage option 3. Compare documents | <ol style="list-style-type: none"> 1. Group activity on performing track changes in LibreOffice Writer 2. Group activity on performing track changes in Microsoft Word | 04 |
| Total | | | 20 |

| UNIT 4: ENTREPRENEURIAL SKILLS - III | | | |
|---|---|---|------------------------------|
| 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 | 1. Role-play on different kinds of businesses around us | 03 |
| 2. Describe the significance of entrepreneurial values | 1. Meaning of value 2. Values of an Entrepreneur 3. Case study on qualities of an entrepreneur | 1. Role-play on qualities of an entrepreneur | 03 |
| 3. Demonstrate the attitudinal changes required to become an entrepreneur | 1. Difference between the attitude of entrepreneur and employee | 1. Interviewing employees and entrepreneurs | 03 |
| 4. Develop thinking skills like an entrepreneur | 1. Problems of entrepreneurs 2. Problem-solving 3. Ways to think like an entrepreneur | 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. Brainstorming on generating a business ideas | 04 |
| 6. Describe customer needs and the importance of conducting a customer survey | 1. Understanding customer needs 2. Conducting a customer survey | 1. Group activity to conduct a customer survey | 04 |
| 7. Create a business plan | 1. Importance of business planning 2. Preparing a business plan 3. Principles to follow for growing a business 4. Case studies | 1. Group activity on developing a business plan | 04 |
| Total | | | 25 |

| UNIT 5: GREEN SKILLS - III | | | |
|--|---|---|------------------------------|
| Learning Outcome | Theory (07 hrs) | Practical (08 hrs) | Duration (15 hrs) |
| 1. Describe the importance of the main sector of the green economy | 1. Meaning of ecosystem, food chain and sustainable development 2. Main sectors of the green economy- E-waste management, green transportation, renewal energy, green construction, and water management | 1. Group discussion on sectors of green economy 2. Poster making on various sectors for promoting green economy | 06 |
| 2. Describe the main recommendations of policies for the green economy | 1. Policies for a green economy | 1. Group discussion on initiatives for promoting the green economy 2. Writing an essay or a short note on the important initiatives for promoting green economy. | 03 |
| 3. Describe the major green sectors/ areas and the role of various stakeholders in the green economy | 1. Stakeholders in the green economy | 1. Group discussion on the role of stakeholders in the green economy 2. Making solar bulbs. | 03 |
| 4. Identify the role of government and private agencies in the green economy | 1. Role of the government in promoting a green economy 2. Role of private agencies in promoting green economy | 1. Group discussion on the role of Government and Private Agencies in promoting a green economy. 2. Poster making on green sectors. | 03 |
| Total | | | 15 |

Part B: Vocational Skills

| S. No. | Units | Duration (Hrs) |
|---------------|--|-----------------------|
| 1. | Introduction to Health Care Sector | 25 |
| 2. | Role of General Duty Assistant in Patient Care | 25 |
| 3. | Role of Diet Assistant | 25 |
| 4. | Maintain Hygiene and Food Safety | 25 |
| 5. | Food Storage Practices | 20 |
| 6. | Food Handling | 20 |
| 7. | First Aid | 20 |
| Total | | 160 |

| Unit 1: Introduction to Healthcare Systems | | | |
|--|--|---|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (25 Hrs) |
| 1. Describe healthcare delivery systems | 1. Different types of healthcare delivery systems 2. Role of voluntary health sector | 1. Identify different types of healthcare delivery systems followed in India | 3 |
| 2. Identify the components and activities of Hospital | 1. Functions of a hospital in patient care 2. Enlist the services provided by the hospital to patients | 1. Various components of a Hospital System 2. Various equipment used in hospital | 2 |
| 3. Describe role and functions of Clinics | 1. Role and functions of a clinic 2. Preventative care provided at the doctor's clinic 3. Chart for basic preventative care | 1. Requirements for patient safety at doctor's clinic | 2 |
| 4. Describe the functions of rehabilitation centre | 1. Role of rehabilitation facility in patient recovery 2. Differentiate between services provided at various rehabilitation and convalescent centre | 1. Facilities at the Rehabilitation centre | 2 |
| 5. Describe the treatment and the services provided at the long term care facilities | 1. Role of long Term care facilities in patient care. 2. Enlist the facilities/ treatment provided by long term care facilities. | 1. Equipment and materials that are used at Long Term Care Facility. | 2 |
| 6. Demonstrate the knowledge of hospice care | 1. Facilities available at Hospital/Home for Hospice Care | 1. Assess the need for hospice in treatment of patients 2. Facilities extended by the hospital for hospice care 3. Services provided as part of the hospice care | 2 |
| 7. Demonstrate the knowledge of roles and functions of various departments, professionals and supportive staff of the hospital | 1. Roles and functions of various departments and professionals in the hospital | 1. Various types of hospitals 2. Distinguish between General Hospital and Specialized Hospital 3. Draw a chart depicting the roles of departments, professionals and supporting staff of the hospital | 2 |

| | | | |
|---|---|---|-----------|
| 8. Demonstrate the knowledge of roles and functions of supporting departments in hospital | <ol style="list-style-type: none"> 1. Role and functions of various supporting departments of hospital 2. State the services provided by the Medical Record Department and Outpatient Department 3. Explain the activities performed by the hospital housekeeping department | 1. Draw a chain of command in the various department and laboratories of hospital | 2 |
| 9. Classify the hospitals on the basis of different criteria | <ol style="list-style-type: none"> 1. Criteria used for classifying the hospitals 2. Different levels of medical care | 1. Classify the hospitals on the basis of bed strength, specialty and level of medical care | 3 |
| 10. Enumerate the role of General Duty Assistant to the various functions of hospital | <ol style="list-style-type: none"> 1. Roles and functions of General Duty Assistant in the hospital 2. Various activities/tasks that should be performed by GDA to effectively discharge his/her duties and responsibilities in hospital | <ol style="list-style-type: none"> 1. Knowledge of activities and practices followed for prevention of spread of diseases 2. Draw a diagram depicting the various role and functions of GDA | 3 |
| 11. Demonstrate the knowledge of the qualities of a Good General Duty Assistant | 1. Qualities of a good General Duty Assistant in the hospital | <ol style="list-style-type: none"> 1. Activities performed by GDA in supporting the healthcare team members 2. Ability to provide personal care | 2 |
| Total | | | 25 |

| Unit 2: Role of General Duty Assistant in Patient Care | | | |
|---|---|---|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (25 Hrs) |
| 1. Identify the role and functions of Patient care Assistant | 1. Essential duties and responsibilities of Patient care assistant | 1. Knowledge of maintaining | 1 |
| 2. Describe the daily care Plan of patient | 2. Various activities of patient's daily care routine, including bathing, feeding, excreta disposal, transfer of patients, medication, etc. | 1. Prepare a daily care plan for patients | 2 |

| Unit 2: Role of General Duty Assistant in Patient Care | | | |
|---|--|--|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (25 Hrs) |
| 3. Identify basic components required for patient comfort | 1. Basic components required for patients comfort | 1. List various elements that can help in comfort to patients | 1 |
| 4. Describe the patients safety | 1. Various elements of patients safety | 1. Patients environment and its components | 2 |
| 5. Provide for the patients daily care | 1. Report any evident changes and appearance 2. Provide care needed by the patient | 1. Patient checklist and compare with standard measurements 2. Care needed by the patient | 2 |
| 6. Identify the qualities of a good Patient care assistant | 1. Good qualities of Patient care assistant | 1. List the do's and don'ts in healthcare setup 2. Knowledge of medical ethics | 1 |
| 7. Identify the role of General Duty Assistant implementing care plan | 1. Objectives of care plan 2. Role of GDA in preparation and implementation of care plan | 1. Enlist the various steps involved in formulating a care plan 2. Identify role General Duty Assistant in formulating care plan | 1 |
| 8. Demonstrate the knowledge of the role of General Duty Assistant in feeding a patient | 1. Characteristics of a healthy person 2. Various types of diets and their importance with regard to nutrition | 1. Various types of diet available in the hospital / home 2. Knowledge of feeding and assisting patients with their meals, keeping in view their needs and in a safe and dignified manner | 2 |
| 9. Identify and report vital signs | 1. Important vital signs of the body 2. Abnormal vital signs | 1. Knowledge of taking temperature, reading pulse rate and measuring blood pressure 2. Fill the forms for documenting information on vital signs | 2 |
| 10. Describe the prepare bed according to the patient's need | 1. Features and importance of various types of bed in a hospital 2. Various steps of bed making 3. Roles and functions of General Duty Assistant in bed making | 1. Demonstrate the knowledge of articles used in bed making 2. Demonstrate the steps involved in making of open bed | 2 |

| Unit 2: Role of General Duty Assistant in Patient Care | | | |
|--|--|---|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (25 Hrs) |
| 11. Position the patient according to the need | <ol style="list-style-type: none"> 1. Various positions of patients 2. Therapeutic position 3. Importance of fowler's position | <ol style="list-style-type: none"> 1. Various position of a patient 2. Procedure (s) for changing the patient's position | 2 |
| 12. Demonstrate the knowledge of facts related to old age | <ol style="list-style-type: none"> 1. Different age groups 2. Explain biological aging 3. Enlist the myths and facts about aging | <ol style="list-style-type: none"> 1. Knowledge of different age groups 2. Differentiate the myths and facts of ageing 3. Biological and psychosocial reasons of ageing | 1 |
| 13. Identify the normal changes that occur at old age | <ol style="list-style-type: none"> 1. Enlist the common health problems that old people may suffer 2. Legal needs of the elderly 3. Changes that occur in different systems of body during old age 4. Explain the reasons for caring elderly | <ol style="list-style-type: none"> 1. Normal changes that occur at old age in different systems and part of the body 2. Knowledge of special needs, emotional support, social support and legal needs required at the old age | 1 |
| 14. Demonstrate the knowledge of accomplishing basic needs of elderly people | <ol style="list-style-type: none"> 1. Security and safety needs of an elderly people 2. Enlist any five requisites for better feeding during old age 3. Food and fluid needs of elderly people | <ol style="list-style-type: none"> 1. Knowledge of thinking and learning abilities of old age people 2. How GDA should communicate with an older patient | 2 |
| 15. Identify common problems and care of elderly | <ol style="list-style-type: none"> 1. Enlist the common problem of skin and nails in elderly 2. Enumerate the common problems related to sensory organ in old age 3. Common eye problems that may occur in old age 4. Common problems that occur in endocrine glands during old age | <ol style="list-style-type: none"> 1. Knowledge of common problems in human body systems during old age 2. Knowledge of the role of GDA in providing care according to patients need | 1 |
| 16. Demonstrate the knowledge of caring of infants and children | <ol style="list-style-type: none"> 1. Enlist different age group before 18 years of age 2. Explain the stages of learning and thinking abilities amongst infants and children's 3. Explain the importance of nutrition and hydration required for infants and children 4. Safety needs of children | <ol style="list-style-type: none"> 1. Classify the age groups of children below 18 years 2. Knowledge of growth and development of children, stages of learning and thinking ability of child and their safety aspects | 2 |

| Unit 2: Role of General Duty Assistant in Patient Care | | | |
|---|---|--|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (25 Hrs) |
| | | 3. Knowledge of nutrition and hydration for infants and children's and special care needed for them | |
| 17. Demonstrate the knowledge of goals, cycle and phases of disaster management and emergency response | <ol style="list-style-type: none"> 1. Define disaster 2. Importance of disaster management 3. Phases of disaster management 4. Two preparedness measures that should be taken to avoid an earthquake disaster in a multi-storey residential building | <ol style="list-style-type: none"> 1. Hazards and risks in a given situation 2. Phases in disaster management 3. Read terms and signage for disaster management 4. Sections of the society which are vulnerable to disasters | 1 |
| 18. Demonstrate the knowledge of structure, roles and responsibilities of Emergency Response Team | <ol style="list-style-type: none"> 1. Explain significance of ERT 2. Enlist the members of an ERT 3. Enlist the equipment used by an ERT 4. Explain method of rescue and evacuation drill 5. Benefits of drills | <ol style="list-style-type: none"> 1. Personal protective equipment used by emergency response team or disaster management team 2. Role of various teams in responding to an emergency in a given situation or accident. 3. Agencies responsible for disaster management 4. Type of search and rescue operation in a given situation | 1 |
| 19. Demonstrate the knowledge of classification, causes, methods and techniques of extinguishing fire using appropriate equipment | <ol style="list-style-type: none"> 1. Terms: <ul style="list-style-type: none"> - Rescue - Alarm - Extinguish - Evacuate 2. Enlist the fire fighting equipment 3. Explain the classification and causes of fire 4. Methods of extinguishing fire 5. Explain procedures of dealing with fire emergencies 6. Differentiate between fire prevention and fire protection | <ol style="list-style-type: none"> 1. Classify the various types of fires 2. Read and understand the signage for fire safety 3. Demonstrate use of personal protective Equipment 4. Determine the fire type and select appropriate fire extinguisher 5. Perform the technique of extinguishing small fire using portable fire extinguishers | 1 |
| Total | | | 25 |

| Unit 3: Customer Service and Public Relation | | | |
|---|--|---|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (25 Hrs) |
| 1. Demonstrate the skills to handle customers effectively | <ol style="list-style-type: none"> 1. Customer handling as important part of business cycle 2. Customer needs, preferences and expectations | <ol style="list-style-type: none"> 1. Knowledge of do's and don'ts while handling customers 2. Maintain customer loyalty 3. Build strong relationship with customers 4. Decrease the customer's waiting time | 4 |
| 2. Demonstrate the skills of taking orders on call | <ol style="list-style-type: none"> 1. Process of taking orders over telephone | <ol style="list-style-type: none"> 1. Do's and don'ts while taking orders over telephone 2. Record and organize the orders accurately | 3 |
| 3. Demonstrate how to handle customer complaints | <ol style="list-style-type: none"> 1. Typical types of customer complaints 2. Steps of handling customer complaints | <ol style="list-style-type: none"> 1. Record and organize complaints 2. Steps of handling customer complaints: <ul style="list-style-type: none"> • Listening and understanding the complaint • Empathize • Offering the solution • Executing the solution • Taking follow up | 3 |
| 4. Demonstrate how to answer enquiries | <ol style="list-style-type: none"> 1. Describe steps of answering enquiries 2. State Frequently Asked Questions (FAQs) while enquiries 3. Explain the importance of knowledge of product/ services in answering enquiries | <ol style="list-style-type: none"> 1. How to answer enquiries in following manner: <ul style="list-style-type: none"> • Acknowledge receipt of an enquiry/request • Explain action taken as a consequence of the enquiry • Make suggestions and justify recommendations • Apologize and reject proposals • Stipulate action requested or to betaken • Establish goodwill and suggest contacts | 4 |

| Unit 3: Customer Service and Public Relation | | | |
|---|---|---|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (25 Hrs) |
| 5. Demonstrate the knowledge of the roles and functions performed by a Medical Receptionist | <ol style="list-style-type: none"> 1. Qualities of a good medical receptionist 2. Tasks performed by a Medical Receptionist | <ol style="list-style-type: none"> 1. Demonstrate the knowledge of greeting patients and other callers in a courteous and efficient manner 2. Answer telephone calls courteously and as per procedure and norms maintaining medical | 3 |
| 6. Demonstrate the knowledge of responding to emergency calls | <ol style="list-style-type: none"> 1. Knowledge of responding to emergency calls 2. Roles and functions of "on call duty doctor" 3. Various equipment available in a 108 emergency service ambulance | <ol style="list-style-type: none"> 1. Activities in emergency responses 2. Knowledge of routine call and emergency call | 4 |
| 7. Demonstrate the knowledge of dealing with patients, attendant | <ol style="list-style-type: none"> 1. General stressful situations in hospital 2. Factors affecting relationship between a General Duty Assistant and patient's attendant | <ol style="list-style-type: none"> 1. Knowledge of handling people with emotional stress or emotional outbursts 2. Skills required for General Duty Assistant in managing stressful situation | 4 |
| Total | | | 25 |

| Unit 4: Human Anatomy, Physiology and Nutrition | | | |
|--|---|--|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (25 Hrs) |
| 1. Identify the parts of human body | <ol style="list-style-type: none"> 1. Various terms of anatomy and physiology 2. Functions of various tissues and bones in human body | <ol style="list-style-type: none"> 1. Different parts of the body 2. Draw diagrams of lungs, urinary system, heart and kidney 3. Roles and functions of various systems of human body | 15 |
| 2. Demonstrate the knowledge of nutrients in the nutrition and | <ol style="list-style-type: none"> 1. Role of various nutrients and vitamins 2. Importance of a balanced diet | <ol style="list-style-type: none"> 1. Food as sources of carbohydrate, protein and fat 2. Knowledge of | 10 |

| Unit 4: Human Anatomy, Physiology and Nutrition | | | |
|--|---------------|--|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (25 Hrs) |
| growth of human body | | diseases/disorders caused due to the deficiency of vitamins 3. Knowledge of a balanced diet | |
| Total | | | 25 |

| Unit 5: Primary Healthcare and Medical Emergency | | | |
|---|---|--|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (20 Hrs) |
| 1. Identify components of primary healthcare | 1. Importance of primary healthcare 2. Various indicators of the millennium development goals (MDGs) related to health | 1. Need of primary healthcare in a given scenario 2. Essential components of primary healthcare 3. Various indicators of the millennium development goals (MDGs) related to health | 14 |
| 2. Demonstrate chain of survival | 1. Various medical emergency situations | 1. Perform early recognition and call for help 2. Knowledge of responding to a medical emergency | 6 |
| Total | | | 20 |

| Unit 6: Handling Emergency Services and Operation Theatre | | | |
|--|---|--|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (20 Hrs) |
| 1. Receive patient in hospital in emergency condition | 1. Emergency Admission procedure 2. Knowledge of discharge procedure | 1. Duties of GDA while admitting an emergency patient 2. Qualities to be possessed by GDA while handling emergencies | 2 |
| 2. Handle and monitor the patient | 1. Explain safety and security procedures 2. Significance of command and control system in a hospital 3. Explain triage | 1. Maintain patient's triage operation Knowledge of techniques of handling and monitoring patient 2. Draw the human resource hierarchy of the hospital | 3 |

| Unit 6: Handling Emergency Services and Operation Theatre | | | |
|---|---|---|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (20 Hrs) |
| 3. Transport the injured patient internally and externally | Internal and external transportation 1. State general principles of transportation 2. Explain the care required before transportation | 1. How to carry a loaded stretcher 2. Perform cradles and drag method of lifting 3. Apply different types of tags of triage | 2 |
| 4. Demonstrate the knowledge of different methods and types of immobilization | Significance of use of splint 1. Explain the types and purpose of traction 2. Methods of skeleton traction 3. Describe spinal decompression | 1. Types of casting 2. Different types of splint 3. Immobilize the patient | 2 |
| 5. Prevent the accidents/injuries in children | 1. Term suffocation and choking 2. State the risk factors associated with the child accident at home | 1. Hazards and prevention methods for fire, falls, scales, burns, glass related accidents, poisoning, suffocation and choking Knowledge of accidents and the preventive methods | 3 |
| 6. Identify the aims of planning of OT, location, size and different areas of operation theatre | 1. Explain about operation theatre 2. Aims of planning of OT 3. State the standard size of OT 4. Explain about different zones of OT with their significance | 1. Knowledge of the size of OT on the basis of surgical facilities 2. Ideal location of OT in hospital 3. Knowledge of various zones of OT 4. Knowledge of procedures to achieve high degree of asepsis in protective zone, clean zone, sterile zone and disposal zone of OT | 2 |
| 7. Demonstrate the knowledge of staffing and equipment of OT | 1. Staff present in OT 2. Procedure of care of instruments before and after use in operation theatre | 1. Range of equipment of OT 2. Staff present in the OT with their duties 3. Knowledge of the care of equipment present in the OT | 2 |

| Unit 6: Handling Emergency Services and Operation Theatre | | | |
|--|---|--|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (20 Hrs) |
| | 3. State the policies and procedures adopted for maintenance of OT | 4. Knowledge of importance of schedule, policies and procedures and training of staff of OT | |
| 8. Prepare a Patient for Operation Theatre (OT) | 1. Duties of GDA in pre-operative preparation of the patient 2. Information to be written on patient wrist band | 1. Knowledge of the vital parameters to be observed before sending the patient in OT 2. Prepare the patient for surgery | 2 |
| 9. Render care of the patient in Post Operative phase | 1. Importance of the fowler's position in post operative care 2. Methods of caring the patient required for surgical incision 3. Different measures for corrections and their causes in case of risk of retention of urine post operative | 1. Knowledge of care to be rendered by GDA in the post operative phase | 2 |
| Total | | | 20 |

| Unit 7: Personal Hygiene and First Aid | | | |
|---|---|---|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (20 Hrs) |
| 1. Demonstrate good hygiene practice | 1. Grooming routines to be followed for personal hygiene 2. Importance of personal hygiene | 1. Practice good personal health and hygiene. 2. Enlist the hygiene routine to be followed to ensure good health 3. Hand washing 4. Demonstrate trimming of nails. | 3 |
| 2. Identify factors affecting good health | 1. Factors that affect health and prevent diseases | 1. Maintaining routine exercise and good health 2. Prepare a plan for maintaining good physical health | 1 |
| 3. Perform hand washing | 1. Method of hand washing | 1. Hand washing and hygiene practices | 2 |

| Unit 7: Personal Hygiene and First Aid | | | |
|---|--|---|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (20 Hrs) |
| | 2. Importance of washing and maintain good hand hygiene | | |
| 4. Demonstrate personal grooming | 1. Importance of good appearance and grooming in life and workplace. | 1. Good grooming habits as per norms of healthcare industry. | 2 |
| 5. Describe the principles and rules of First Aid | 1. Purpose of First Aid 2. Principles of First Aid | 1. Types of health risks and hazards at various departments of hospitals 2. Enlist emergency situations in a hospital 3. Perform Airway, Breathing and Circulation on a dummy | 3 |
| 6. Identify facilities, equipment and materials used for First Aid | 1. Facilities and materials used for administering First Aid | 1. Enlist the equipment used for First Aid 2. Demonstrate the knowledge of the use of First Aid kit | 3 |
| 7. Perform the role of first aider in fever, heat stroke, back pain, asthma and food borne illness | 1. Role and functions of a First Aider | 1. Perform ABC (Airway, Breathing and Circulation) 2. Measure body temperature using a digital thermometer | 3 |
| 8. Perform the role of first aider in cuts, bleeding, burns, insect bites and stings, dog bites and snake bites | 1. Causes of various types of burns 2. Reasons for using different methods for treating burns | 1. Administer first aid for cut and burns in hypothetical situations 2. Demonstrate the knowledge of dealing with insect, dog and snake bite | 3 |
| Total | | | 20 |

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 | | | |
|--|--|---|-------------------|
| Learning Outcome | Theory (10 hrs) | Practical (15 hrs) | Duration (25 hrs) |
| 1. Demonstrate active listening skills | 1. Active listening -listening skill, stages of active listening 2. Overcoming barriers to active listening | 1. Group discussion on factors affecting active listening 2. Poster making on 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, 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 skills to practice the following: <ul style="list-style-type: none"> • Simple sentence • Complex sentence • Types of object 2. Identify the types of sentences <ul style="list-style-type: none"> • Active and Passive sentences • Statement/ • Declarative sentence • Question/ • Interrogative sentence - Emotion/ Reaction or Exclamatory sentence - Order or Imperative sentence 3. Paragraph writing | 1. Group activity on writing sentences and paragraphs 2. Group activity on practicing writing sentences in active or passive voice 3. Group activity on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative) | 05 |
| Total | | | 25 |

| UNIT 2: SELF-MANAGEMENT SKILLS - IV | | | |
|--|--|--|------------------------------|
| Learning Outcome | Theory (10 hrs) | Practical (15 hrs) | Duration (25 hrs) |
| 1. Describe the various factors influencing motivation and positive attitude | <ol style="list-style-type: none"> Motivation and positive attitude Intrinsic and extrinsic motivation Positive attitude - ways to maintain positive attitude Stress and stress management - ways to manage stress | <ol style="list-style-type: none"> Role-play on avoiding stressful situations Activity on listing negative situations and ways to turn it positive | 10 |
| 2. Describe how to become result oriented | <ol style="list-style-type: none"> How to become result oriented? Goal setting - examples of result-oriented goals | <ol style="list-style-type: none"> Group activity on listing aim in life | 05 |
| 3. Describe the importance of self-awareness and the basic personality traits, types and disorders | <ol style="list-style-type: none"> Steps towards self-awareness Personality and basic personality traits Common personality disorders- <ul style="list-style-type: none"> Suspicious Emotional and impulsive Anxious Steps to overcome personality disorders | <ol style="list-style-type: none"> Group discussion on self-awareness Group discussion on common personality disorders Brainstorming steps to overcome personality disorder | 10 |
| Total | | | 25 |

| UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV | | | |
|---|---|--|------------------------------|
| Learning Outcome | Theory (06 hrs) | Practical (14 hrs) | Duration (20 hrs) |
| 1. Identify the components of a spreadsheet application | <ol style="list-style-type: none"> Getting started with spreadsheet - types of a spreadsheet, steps to start LibreOffice Calc., components of a worksheet. | <ol style="list-style-type: none"> Group activity on identifying components of spreadsheet in LibreOffice Calc. | 02 |
| 2. Perform basic operations in a spreadsheet | <ol style="list-style-type: none"> Opening workbook and entering data - types of data, steps to enter data, editing and deleting data in a cell Selecting multiple cells Saving the spreadsheet in various formats Closing the spreadsheet Opening the spreadsheet. Printing the spreadsheet. | <ol style="list-style-type: none"> Group activity on working with data on LibreOffice Calc. | 03 |

| | | | |
|---|---|--|-----------|
| 3. Demonstrate the knowledge of working with data and formatting text | <ol style="list-style-type: none"> Using a spreadsheet for addition - adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving formula Need to format cell and content Changing text style and font size Align text in a cell Highlight text | <ol style="list-style-type: none"> Group activity on formatting a spreadsheet in LibreOffice Calc Group activity on performing basic calculations in LibreOffice Calc. | 02 |
| 4. Demonstrate the knowledge of using advanced features in spreadsheet | <ol style="list-style-type: none"> Sorting data Filtering data Protecting spreadsheet with password | 1. Group activity on sorting data in LibreOffice Calc | 03 |
| 5. Make use of the software used for making slide presentations | <ol style="list-style-type: none"> Presentation software available Steps to start LibreOffice Impress Adding text to a presentation | 1. Group practice on working with LibreOffice Impress tools | 02 |
| 6. Demonstrate the knowledge to open, close and save slide presentations | 1. Open, Close, Save and Print a slide presentation | 1. Group activity on saving, closing and opening a presentation in LibreOffice Impress | 01 |
| 7. Demonstrate the operations related to slides and texts in the presentation | 1. Working with slides and text in a presentation-adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text, changing text colour | 1. Group activity on working with font styles in LibreOffice Impress | 04 |
| 8. Demonstrate the use of advanced features in a presentation | <ol style="list-style-type: none"> Advanced features used in a presentation Inserting shapes in the presentation Inserting clipart and images in a presentation Changing slide layout | 1. Group activity on changing slide layout on LibreOffice Impress | 03 |
| Total | | | 20 |

| UNIT 4: ENTREPRENEURIAL SKILLS-IV | | | |
|--|---|---|--------------------------|
| Learning Outcome | Theory (10 hrs) | Practical (15 hrs) | Duration (25 hrs) |
| 1. Describe the concept of entrepreneurship and the types and roles and functions entrepreneur | <ol style="list-style-type: none"> Entrepreneurship and entrepreneur Characteristics of entrepreneurship Entrepreneurship-art and science Qualities of a successful | <ol style="list-style-type: none"> Group discussion on the topic "An entrepreneur is not born but created". Conducting a classroom quiz on various aspects of entrepreneurship. Chart preparation on | 10 |

| | | | |
|---|---|--|-----------|
| | <p>entrepreneur</p> <ol style="list-style-type: none"> Types of entrepreneurs Roles and functions of an entrepreneur What motivates an entrepreneur Identifying opportunities and risk-taking Startups | <p>types of entrepreneurs</p> <ol style="list-style-type: none"> Brainstorming activity on What motivates an entrepreneur | |
| 2. Identify the barriers to entrepreneurship | <ol style="list-style-type: none"> Barriers to entrepreneurship Environmental barriers No or faulty business plan Personal barriers | <ol style="list-style-type: none"> Group discussion about “What we fear about entrepreneurship” Activity on taking an interview of an entrepreneur. | 05 |
| 3. Identify the attitude that make an entrepreneur successful | <ol style="list-style-type: none"> Entrepreneurial attitude | <ol style="list-style-type: none"> Group activity on identifying entrepreneurial attitude. | 05 |
| 4. Demonstrate the knowledge of entrepreneurial attitude and competencies | <ol style="list-style-type: none"> Entrepreneurial competencies Decisiveness Initiative Interpersonal skills- positive attitude, stress management Perseverance Organisational skills- time management, goal setting, efficiency, managing quality. | <ol style="list-style-type: none"> Playing games, such as “Who am I”. Brainstorming a business ideas Group practice on “Best out of Waste” Group discussion on the topic of “Let’s grow together” Group activity on listing stress and methods to deal with it like Yoga, deep breathing exercises, etc. Group activity on time management | 05 |
| Total | | | 25 |

| UNIT 5: GREEN SKILLS-IV | | | |
|--|--|---|--------------------------|
| Learning Outcome | Theory (05 hrs) | Practical (10 hrs) | Duration (15 hrs) |
| 1. Identify the benefits of the green jobs | <ol style="list-style-type: none"> Green jobs Benefits of green jobs Green jobs in different sectors: <ul style="list-style-type: none"> Agriculture Transportation Water conservation Solar and wind energy Eco-tourism Building and construction Solid waste management Appropriate technology | <ol style="list-style-type: none"> Group discussion on the importance of green job. Chart preparation on green jobs in different sectors. | 08 |

| | | | |
|---------------------------------------|--|---|-----------|
| 2. State the importance of green jobs | 1. Importance of green jobs in <ul style="list-style-type: none"> • Limiting greenhouse gas emissions • Minimizing waste and pollution • Protecting and restoring ecosystems • Adapting to the effects of climate change | 1. Preparing posters on green jobs. 2. Group activity on tree plantation. 3. Brainstorming different ways of minimizing waste and pollution | 07 |
| Total | | | 15 |

Part B: Vocational Skills

| S. No. | Units | Duration (Hrs) |
|--------------|--------------------------------|----------------|
| 1. | Hospital Management System | 25 |
| 2. | Sterilization and Disinfection | 25 |
| 3. | Introduction to Medication | 20 |
| 4. | Immunization | 25 |
| 5. | Physiotherapy | 30 |
| 6. | Bio Waste Management | 20 |
| 7. | Medical Record | 10 |
| Total | | 160 |

Unit 1: Hospital Management System

| Learning Outcome | Theory | Practical | Total Duration (25 Hrs) |
|---|---|---|-------------------------|
| 1. Describe the role of GDA in admission of patient in hospital | 1. Responsibilities of GDA in admitting the patient in hospital 2. Various ways of transporting a patient from OPD to IPD | 1. Filling up of patient admission form for admitting the patient in a hospital 2. Performing medical examination of the patient | 5 |
| 2. Assess the health of the patient | 1. Purpose and procedure of the health assessment 2. State effective ways of obtaining health history 3. Major components of obstetrical history 4. Importance of culture in the health assessment | 1. Assess the health history of the patient on the basis of previous medical reports | 5 |
| 3. Demonstrate the knowledge of significance, purpose and techniques of the | 1. Explain the significance and purpose of physical examination 2. Techniques of physical examination viz. <ul style="list-style-type: none"> • Inspection | 1. Perform physical examination of the patient 2. Use different techniques of the physical examination | 4 |

| Unit 1: Hospital Management System | | | |
|---|--|---|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (25 Hrs) |
| physical assessment of the patient | <ul style="list-style-type: none"> • Palpation • Percussion • Auscultation • Manipulation | | |
| 4. Provide assistance in various examinations of the patient viz. eyes, ears, nose, throat, neck, chest, etc. | <ol style="list-style-type: none"> 1. Role of GDA in assisting the health examination of a patient 2. Precautions to be taken while examining height and weight of the patient 3. Technique for chest and abdomen examination | <ol style="list-style-type: none"> 1. Various positions of the patients while the health of the patient is examined 2. Examination of eyes, ears, nose, throat, neck, chest, etc. | 4 |
| 5. Collect the specimen of urine, stool, sputum, blood, etc. using different methods | <ol style="list-style-type: none"> 1. Various techniques of collecting the specimen of urine, stool, sputum, blood, etc. | <ol style="list-style-type: none"> 1. Prepare a chart of the prerequisites of collecting specimen of blood, urine and stool 2. Tabulate the safety measures to be adopted while collecting the various specimen of the patient 3. Use of equipment/ instruments used in collecting specimen of the patient | 4 |
| 6. Use various equipment and supplies in furnishing the patient's unit | <ol style="list-style-type: none"> 1. Explain the significance and importance of a waste basket in patient's unit 2. Procedures of bedding standards for the patient | <ol style="list-style-type: none"> 1. Standard sizes of the bed linen Prepare the patient's unit according to patient's needs 2. Different equipment used for patient's comfort Tabulate the classification of equipment/materials on the basis of health status of the patient | 3 |
| Total | | | 25 |

| Unit 2: Sterilization and Disinfection | | | |
|---|---|--|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (25 Hrs) |
| 1. Demonstrate the knowledge of process of disinfection | <ol style="list-style-type: none"> 1. Different types of disinfection 2. Differentiate between concurrent and terminal disinfection | <ol style="list-style-type: none"> 1. Good housekeeping practices 2. Effectively manage the Isolation Unit | 2 |

| Unit 2: Sterilization and Disinfection | | | |
|--|---|---|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (25 Hrs) |
| | 3. Explain the process of fumigation with sulphur | | |
| 2. Demonstrate the knowledge of care of articles in a hospital | <ol style="list-style-type: none"> 1. Importance of care of rubber goods. 2. Procedure to undo the contaminated gloves 3. Procedure of removing different kinds of stains 4. Ways of care of syringes and needles | <ol style="list-style-type: none"> 1. Care of various rubber based articles, ward articles and instruments used in a hospital 2. Removing different kind of stains | 3 |
| 3. Provide assistance in disinfection of wards in a hospital | <ol style="list-style-type: none"> 1. Cleaning techniques of different areas of hospital 2. Role of hand hygiene in prevention of infection 3. Various cleaning techniques used in hospital | <ol style="list-style-type: none"> 1. Various cleaning techniques used in hospital 2. Different chemical used in cleaning the floor of hospital 3. Role of GDA in managing disinfection of the wards | 3 |
| 4. Demonstrate the knowledge of general surgical asepsis practices | <ol style="list-style-type: none"> 1. Asepsis and its types 2. Methods of transmission of infection 3. Importance of prevention of cross infection | <ol style="list-style-type: none"> 1. Different methods of transmission of infection and asepsis practices 2. Steps of wearing, hand washing, gown, face mask and hand gloves | 3 |
| 5. Demonstrate the knowledge of disinfection of operation theater | <ol style="list-style-type: none"> 1. Surveillance procedures of Operation Theater (OT) 2. Fumigation procedure in OT 3. Duties of GDA in OT | <ol style="list-style-type: none"> 1. Precautions to be taken for reducing the rate of infection in OT 2. Steps used during fumigation 3. Cleaning procedure of OT 4. Guidelines to be adhered for surgical theatre sterility | 3 |
| 6. Demonstrate the knowledge of surgical dressing | <ol style="list-style-type: none"> 1. Methods and steps of dressing 2. State different types of dressing 3. Explain the general rules of dressing | <ol style="list-style-type: none"> 1. Types and general rules of application of surgical dressing | 3 |
| 7. Describe the diseases caused by microorganism | <ol style="list-style-type: none"> 1. Knowledge of disease, pathogen, infection three vertices of the epidemiological | <ol style="list-style-type: none"> 1. Common places of body where microbes are commonly found | 3 |

| Unit 2: Sterilization and Disinfection | | | |
|---|---|---|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (25 Hrs) |
| | triangle? 2. Differentiate different types of microorganisms | 2. Common places in the hospital with highest rate of infection 3. Factors affecting the occurrence and prevention of disease causing microorganisms | |
| 8. Demonstrate the knowledge of common human diseases and their causal agents | 1. State the common diseases 2. Enlist the names of bacteria and viruses causing diseases in human | 1. Differentiate between bacteria, virus, fungi and parasites 2. Human diseases caused by the bacteria, virus, fungi and parasites | 2 |
| 9. Demonstrate the knowledge of Hospital Acquired Infections | 1. Meaning of Hospital Acquired Infection (HAI) 2. Activities to be performed by GDA for controlling (HAI) | 1. Enlist the common places of infection in the hospital 2. Various causes of HAI | 1 |
| 10. Perform disinfection of wards and equipment | 1. Physical agents and chemical agents used in disinfection and sterilization | 1. Perform physical methods of sterilization 2. Enlist the common disinfectant used in the hospital 3. Enlist the chemicals used for disinfecting glassware | 2 |
| Total | | | 25 |

| Unit 3: Introduction to Medication | | | |
|--|---|---|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (20 Hrs) |
| 1. Demonstrate the knowledge of different types of drug delivery system operated in the hospital | 1. Types of intravenous drug delivery method 2. Advantages and disadvantages of the various conventional drug delivery systems | 1. Various drug delivery methods 2. Selection of the method of drug delivery in a specific situation | 2 |
| 2. Maintain patient's safety and effectiveness in drug delivery | 1. Discuss Role of GDA in patient safety. 2. Explain model of patient safety 3. State sources of | 1. Patient's safety measures in drug delivery system | 2 |

| | | | |
|---|---|---|----------|
| | hazards in patient's safety in different drug delivery systems | 2. Sources of hazards of patient safety in drug delivery system 3. Different safety measure in the hospital in drug delivery system | |
| 3. Administer the drug in the patient's body through correct route | 1. Different routes of administering the drugs in the patient's body. 2. Explain the importance of internal drug delivery route | 1. Administer any specific drug in the patient's body through correct route Role of GDA in selection of route in drug delivery | 2 |
| 4. Demonstrate the knowledge of various drug dosage forms | 1. Criteria to choose drug dosage forms. 2. Two main types of capsule. 3. Various drug dosage forms | 1. Dosage formulations 2. Different dosage forms | 2 |
| 5. Demonstrate the knowledge of Novel Drug Delivery System | 1. Novel drug delivery method. 2. Explain DPI and MDI. 3. Transdermal drug delivery system with its advantage | 1. Different drug given by novel drug delivery method 2. Enlist various novel drug delivery methods | 2 |
| 6. Demonstrate the knowledge of controlled drug delivery system | 1. Classify the controlled drug delivery system on the basis of mechanism of release 2. Osmotic pressure control system 3. Name the mechanisms used to deliver a drug in controlled time and amount | 1. Use of common drugs in control drug delivery system 2. Classification of controlled drug delivery system Release of control drug to the patient | 2 |
| 7. Demonstrate the knowledge of basic principles of drug administration | 1. Explain drug administration 2. Classify medicine groups 3. Legal aspects of record keeping | 1. Prepare a complete medication record 2. Seven rights during assisting the drug administration | 2 |
| 8. Demonstrate the knowledge of forms and routes of medication | 1. Enlist different forms of medicine 2. Importance of forms v/s route in drug administration 3. Read the instruction on the label of the medicine 4. Various signs of allergy 5. Meaning of standard abbreviation used in the medication chart | 1. Common forms and routes of drug administration 2. Precautions and ontraindications, indication for use, side effects and adverse reaction of medicine | 2 |
| 9. Classify the drugs | 1. Common side effects of anti- depressant 2. Classification of drugs | 1. Drugs of different categories 2. Use of drug for particular indication | 2 |
| 10. Demonstrate the knowledge of drugs of | 1. Enlist the drugs used for disrhythmia 2. Categorize the drugs in | 1. Effects and side effects of cardiovascular drugs | 1 |

| | | | |
|---|---|---|-----------|
| cardiovascular system | treatment of cardiovascular system | 2. Use, contraindication and implications of cardiovascular drugs 3. Medicines that fall under the cardiovascular drug category | |
| 11. Demonstrate the knowledge of storage and administration of medicine | 1. Techniques of disposing a medicine 2. Preventive measures to control the mistakes in drug administration 3. Control measures used to prevent the spread of infection | 1. Safe disposal of medicine 2. Medical errors in drug administration 3. Adopt strategies in prevention of infection in drug administration | 1 |
| Total | | | 20 |

| Unit 4: Immunization | | | |
|--|--|---|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (25 Hrs) |
| 1. Differentiate between various types of immunity | 1. Explain the meaning of Immunity 2. Differentiate between innate and adoptive immunity 3. Differentiate between passive, active immunity | 1. Differentiate between Bacteria and Virus 2. Prepare a sample Immunization | 6 |
| 2. Prepare immunization schedule chart | 1. Importance of immunization 2. Side effects of immunization 3. Various aspects of Immunization schedule chart | 1. Prepare a Immunization calendar for an infant based on date of birth. | 6 |
| 3. Identify the key components of universal immunization programme (UIP) | 1. Key components of a universal immunization programme (UIP) | 1. Key components of a Universal Immunization Programme 2. Enlist the diseases covered under UIP | 6 |
| 4. Identify the key components of pulse immunization programme | 1. Key components of a Pulse Immunization Programme | 1. Key components of a Pulse Immunization Programme | 7 |
| Total | | | 25 |

| Unit 5: Physiotherapy | | | |
|--|---|--|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (30 Hrs) |
| 1. Demonstrate the knowledge of basic principles of physiotherapy | 1. Explain Physiotherapy. 2. Holistic approach used in physiotherapy 3. State basic principles of physiotherapy | 1. Different techniques of physiotherapy 2. Need of physiotherapy in different condition of the patient | 6 |
| 2. Demonstrate the knowledge of principles and techniques of good body mechanics | 1. State basic principles of good body mechanics 2. Reasons for the use of proper body mechanics | 1. Move an object properly to a new location 2. Good body mechanics | 6 |
| 3. Demonstrate the knowledge of exercise | 1. Purpose of exercise 2. State the precautions to be taken by the patients while performing physical exercises | 1. Suggest exercise according to the patient is need 2. Preparation, after care, risks and results associated with physical exercises | 6 |
| 4. Demonstrate the knowledge of active range of motion exercise | 1. Define active range of motion (ROM) exercise 2. Explain the selection criteria of active ROM exercise 3. Types of active ROM exercises | 1. Suggest active range of motion exercise according to patient need 2. Techniques of active ROM exercises | 6 |
| 5. Demonstrate the knowledge of Passive Range of Motion exercise | 1. Define passive range of motion exercise 2. State the care to be taken while giving passive exercise | 1. Suggest passive range of motion exercise, according to patient's need 2. Techniques of passive ROM exercises | 3 |
| 6. Demonstrate the knowledge of breathing and coughing exercises | 1. Procedure of breathing exercise 2. Procedure of coughing exercise 3. Explain the working of trifle | 1. Deep breathing and coughing exercises 2. Perform pursed lip breathing, diaphragmatic breathing, abdominal breathing and belly breathing exercise | 3 |
| Total | | | 30 |

| Unit 6: Bio Medical Waste Management | | | |
|--|---|--|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (20 Hrs) |
| 1. Demonstrate the knowledge of bio- medical waste | 1. Define bio- medical waste 2. Enlist the risks involved in poor waste management in hospital | 1. Waste according to their category 2. Need of bio- medical waste management | |

| Unit 6: Bio Medical Waste Management | | | |
|---|--|--|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (20 Hrs) |
| management | 3. Importance of hospital waste management with respect to hospital staff and general public 4. Explain how bio-medical waste management helps in environment protection 5. Enlist the routes of transmission of infection in hospitals | 3. Routes of transmission of infection in hospitals | 5 |
| 2. Demonstrate the knowledge of the sources and disposal methods of bio-medical waste | 1. Enlist the sources of bio-medical waste 2. Areas of bio medical waste generation in hospital 3. Method of disposing off of micro biological and bio technological waste in hospitals | 1. Various sources of bio-medical waste in hospitals 2. Disposal techniques of different bio-medical waste | 5 |
| 3. Demonstrate the knowledge of segregation, packaging, transportation and storage of bio-medical waste | 1. Explain autoclaving and shredding 2. Transportation process of bio- medical waste 3. Procedure of treatment of general waste and bio-medical waste in hospital 4. State the importance of color coding criteria recommended by WHO | 1. Appropriate colour coding for bio-medical waste 2. Different methods of treatment of bio-medical waste 3. Transportation of bio-medical waste 4. Bio-medical waste according to category, container to be used for disposal and class of bio-medical waste | 5 |
| 4. Identify the role of personnel involved in waste management | 1. State the functions of hospital waste management committee 2. Duties of medical superintendent regarding bio- medical waste management 3. Duties of matron in bio – medical waste management 4. Importance of training on hospital waste management to different categories of staff in a hospital | 1. Role of various personnel in bio-medical waste management in hospital 2. Role and functions of HHA in bio- medical waste management 3. Importance of providing training to all categories of staff of the hospital | 5 |
| Total | | | 20 |

| Unit 7: Medical Records | | | |
|--|--|--|--------------------------------|
| Learning Outcome | Theory | Practical | Total Duration (15 Hrs) |
| 1. Prepare complete medical record | 2. Explain the purpose of health service planning 3. Explain the significance of documentation in decision analysis 4. Importance of documentation in assuring quality services to patients | 1. Importance and purpose of documentation 2. Maintain records according to the purpose 3. Significance of documentation in analyzing the needs of the patient | 3 |
| 2. Identify the principles of documentation | 1. Explain the importance of mentioning the date and time during recording 2. Importance of confidentiality in maintaining medical record of the patient 3. Describe the procedure of making corrections and omissions in healthcare documents | 1. Maintaining confidentiality of patient's records/ documents 2. Principles of documentation 3. Maintaining records appropriately | 5 |
| 3. Demonstrate the knowledge of content of medical documentation | 1. Explain LAMA 2. Explain change of shift note 3. Purpose of transfer and discharge note | 1. Content of medical documentation 2. Arrange various records in an appropriate sequence 3. Types of entries in preparing medical documentation | 4 |
| 4. Identify the role of GDA in maintaining record | 1. Explain different format and methods of documentation 2. Enlist the documents maintained by the hospital in MLC and RTA cases 3. Explain POMR | 1. Types and methods of medical records 2. Maintain records in proper documentation format 3. Maintain medical records for MLC and RTA cases | 3 |
| Total | | | 15 |

6. ORGANISATION OF FIELD VISITS

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

Visit a Hospital and observe various activities of the nurses on daily schedule basis. Also observe the following activities at Hospital:

1. Front office activities
2. Reception and registration activities
3. Disinfecting wards and equipment
4. Laundry services
5. Various activities related to patient care
6. Demonstration of First Aid
7. Bed making
8. To observe the various safety measures
9. To take first hand knowledge of Bio medical waste Management
10. Observe the demonstration of Hospital record keeping

7. 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.

- | | |
|---|---|
| 1. Advanced Male and Female Catheterization Kit | 17. Crash Card |
| 2. Air Cushion | 18. Crutch |
| 3. Airway Mannequin | 19. Cupboard |
| 4. Ambu Bag with Mask (Adult) | 20. Dissecting Forceps |
| 5. Artery Forceps | 21. Doctors Table |
| 6. Auto-loading Stretcher made of aluminum alloy | 22. Draw Sheet |
| 7. Back Rest | 23. Electronic Blood Pressure Monitoring Machine |
| 8. Bath Tub | 24. Enamel Basin |
| 9. Bed Pan | 25. Fire Extinguisher (5 KG ABC type) |
| 10. Bed Sheet, Blanket, Pillow with Pillow Cover | 26. Foot Step |
| 11. Bed Side Locker | 27. Full Body Mannequin – Basic |
| 12. Birthing Simulator | 28. Goggles |
| 13. Call Bell | 29. Gown |
| 14. Cardiac Table | 30. ICU Bed with Mattress |
| 15. Cervical Colour Set of Large Medium and Small | 31. IV Stand |
| 16. CPR Mannequin | 32. Kidney Tray |
| | 33. Male Multi-Veno Intravenous Arm |
| | 34. Malleable Splint Set (Large Medium and Small) |

35. Measuring Glass
36. Nail Cutter
37. Nail Filer
38. Oral care Set
39. Oxygen Cylinder with Connector, Key, Face Mask and Tubing
40. Patient Examination Table
41. Patient Remote Bell
42. Pocket Mask
43. Rubber Sheet (2 x 2 meters)
44. Sand Bag
45. Scissor
46. Scoop Stretcher
47. Simulation Equipment - Mannequins
48. Spine Board
49. Spoon
50. Steel Basin 1 Set (3 Large, 3 Medium, 3 Small)
51. Steel Bowl
52. Steel Glass
53. Steel Jug
54. Steel Plate
55. Steel Tray 1 Set (2 Large, 2 Medium and 3 small)
56. Sterilizer
57. Stethoscope
58. Stop Watch
59. Suction Apparatus
60. Syringe Destroyer and Needle Burner
61. Thermometer
62. Towel
63. Urinal Set (1 Male + 1 Female)
64. Walker
65. Weighing Machine
66. Wheel Chair
67. Wound Care Model Anatomical
68. First Aid Kit

8. VOCATIONAL 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:

| S.No. | Qualification | Minimum Competencies | Age Limit |
|-------|---|---|--|
| 1. | Teacher B.Sc. Nursing and Midwifery (4 years) or 3½ years Diploma in GNM with one year experience | <ul style="list-style-type: none"> • Effective communication skills (oral and written) • Basic computing skills. • Technical competencies (e.g., Should be able to perform and train the patient related skills) | 18-37 years (as on Jan.01 (<u>year</u>) Age relaxation to be provided as per Govt. rules. |

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of *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 organisations involved in education and training must meet in order to be accredited by competent bodies to provide government-funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.*

The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers / trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. The Vocational Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

To ensure the quality of the Vocational Teachers/Trainers, the State should ensure that a standardized procedure for selection of Vocational Teachers/Trainers is followed. The selection procedure should consist of the following:

- (i) Written test for the technical/domain specific knowledge related to the sector;
- (ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
- (iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP.

The State should ensure that the Vocational Teachers/Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools.

The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education.

The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the Vocational Teachers/Trainers:

- (i) Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- (ii) Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- (iii) Make effective use of learning aids and ICT tools during the classroom sessions;
- (iv) Engage students in learning activities, which include a mix of different methodologies, such as project based work, team work, practical and simulation based learning experiences;
- (v) Work with the institution's management to organise skill demonstrations, site visits, on-job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
- (vi) Identify the weaknesses of students and assist them in upgradation of competency;
- (vii) Cater to different learning styles and level of ability of students;
- (viii) Assess the learning needs and abilities, when working with students with different abilities
- (ix) Identify any additional support the student may need and help to make special arrangements for that support;
- (x) Provide placement assistance

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

Following parameters may be considered during the appraisal process:

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



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