

# **LEARNING OUTCOME BASED VOCATIONAL CURRICULUM**

**COURSE: Health Care**

**JOB ROLE: Geriatric Care Assistant**

**(QUALIFICATION PACK : HSS/Q6001)**


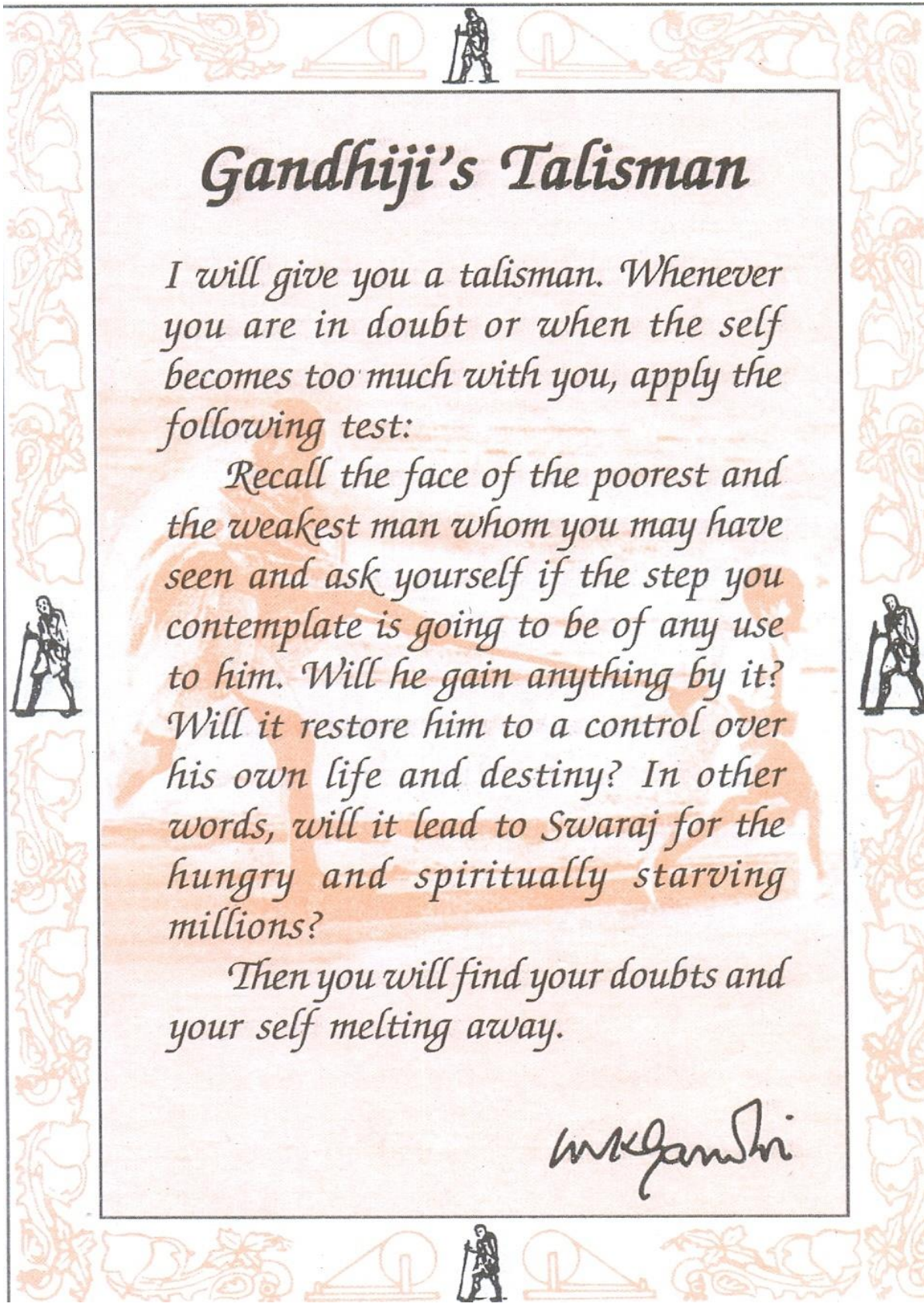
**Classes 11<sup>th</sup> and 12<sup>th</sup>**



**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.K. Gandhi*

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Health Care – Geriatric Care Assistant  
December, 2025

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## PREFACE

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India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth is 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. Currently, the Institute is working on developing curricula and courseware for over 150 job roles in various sectors.

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 MoE 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 MoE.

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Finally, to transform the proposed curriculum design into a vibrant reality of implementation, all the institutions involved in the delivery system must come together with a firm commitment and 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 to reforming the vocational education and training system through learner-centric curricula and courseware. We hope that this document will prove useful in producing a more competent Indian workforce for the 21<sup>st</sup> Century.

Dr. Deepak Paliwal  
*Joint Director*  
*PSS Central Institute of Vocational Education*

## ACKNOWLEDGEMENTS

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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 Education (MoE), 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 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 has been reviewed by Dr. Deepak Raut, Professor, Institute of Public Health and Research, Ministry of Health & Family Welfare, Mumbai. The contributions made by Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), 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

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## **COURSE TITLE: Geriatric Care Assistant**

The Geriatric Care Assistant service is a crucial component of the rapidly growing healthcare sector. India faces a shortfall of six million healthcare professionals and lags behind global standards in the availability of healthcare services. With a growing aging population, the demand for trained healthcare assistants in geriatric care is increasing. Many elderly individuals require specialized support for daily activities, medical needs, and emotional well-being. However, India faces a shortage of skilled professionals in this field. Introducing a healthcare assistant course for geriatric care will help bridge this gap by equipping individuals with the necessary skills to provide quality care, enhance the quality of life for older adults, and strengthen the overall healthcare system.

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

- ☐ Engage professionally with older adults by utilizing skills in communication, information and communication technology, self-management, entrepreneurship, and green practices.
- ☐ Identify and mitigate workplace hazards that pose a risk to personal and others' safety and health.
- ☐ Demonstrate effective techniques for addressing and maintaining a patient's personal hygiene needs.
- ☐ Demonstrate professional behavior, personal qualities, and characteristics of a Patient Care Assistant.
- ☐ Demonstrate the need for prioritizing the safety of older adults.
- ☐ Identify basic components required for bed making to enhance patient comfort.
- ☐ Assist in administering First Aid and providing Emergency Medical Relief; and
- ☐ Assist in developing and maintaining public relations.
- ☐ Demonstrate personal protective measures to ensure safety and infection control.
- ☐ Participate in the procedures for assisting older adults in activities of daily living.
- ☐ Explain the practices for supported mobility of older persons.
- ☐ Demonstrate the preparation, execution, and aftercare for a range of motion and breathing exercises in older adults, while identifying potential risks and side effects.
- ☐ Observe and report older adults' physical, emotional, and social needs.
- ☐ Observe and record vital parameters and symptoms of geriatric patients, notify authorities of any abnormalities, assist in medication administration, and identify rehabilitation activities.
- ☐ Adhering to effective infection control protocols while categorizing waste for proper collection and storage.

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

**COURSE DURATION:                      600 hrs**

Class 11: 300 hrs

Class 12: 300 hrs

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**Total :    600 hrs**  
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## 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)
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills- I	25	10
	Unit 2: Self-management Skills- I	25	
	Unit 3: Information and Communication Technology Skills- I	20	
	Unit 4: Entrepreneurship Development – I	25	
	Unit 5: Green Skills- I	15	
	<b>Total</b>	<b>110</b>	
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Prioritizing the safety of older adults	30	40
	Unit 2: Supporting the activities of daily living of older adults.	50	
	Unit 3: Exercises for a healthy mind and body	35	
	Unit 4: Caring for the Older Adult.	30	
	Unit 5: First Aid	20	
	<b>Total</b>	<b>165</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	<b>Total</b>	<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Project Work/Field Visit	10	10
	Practical File/Student Portfolio	05	05
	Viva Voce	15	15
	<b>Total</b>	<b>300</b>	<b>100</b>

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)
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills - I	25	
	Unit 2: Self- Management Skills -I	25	
	Unit 3: Information and Communication Technology Skills –I	20	
	Unit 4: Entrepreneurship Development –II	25	
	Unit 5: Green Skills -II	15	
	<b>Total</b>	<b>110</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Role of Geriatric Aide in patient care	50	
	Unit 2: Technology for elderly care	30	
	Unit 3: Maintaining safety at the workplace.	35	
	Unit 4: Waste Disposal and Management	50	
	<b>Total</b>	<b>165</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	<b>Total</b>	<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Project Work/Field Visit	10	10
	Practical File/Student Portfolio	05	05
	Viva Voce	15	15
	<b>Total</b>	<b>300</b>	<b>100</b>

### 3. TEACHING/TRAINING ACTIVITIES

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The teaching and training activities have to be conducted in classrooms, laboratories/ workshops, and field visits. Students should be taken on 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 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, color 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 is not limited to hands-on training, simulated training, role play, case-based studies, exercises, etc. Equipment and supplies should be provided to enhance the 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 the 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

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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 program undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer can come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost-effective, and above all, it should be fair and transparent. Standardized assessment tools should be used for the assessment of knowledge of students. Necessary arrangements should be made for using technology in the assessment of students.

## KNOWLEDGE ASSESSMENT (THEORY)

**Knowledge Assessment** should include two components: one comprising of internal assessment and 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 and 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
	<b>Total</b>	<b>5x1=5</b>	<b>10x2=20</b>	<b>5x3=15</b>	<b>40 (20 questions)</b>

## **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 organized 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. Vivavoce 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
<b>Total</b>		<b>110</b>

#### Unit 1: Communication Skills – III

**Duration: 25 Hrs**

	Theory (10 hrs)	Practical (15 hrs)
<b>LO1</b>	<b>Demonstrate Knowledge of Effective Communication</b>	
	<ul style="list-style-type: none"> <li>• Introduction to communication</li> <li>• Importance of communication</li> <li>• Elements of communication</li> <li>• Perspectives in communication</li> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play on the communication process</li> <li>• Group discussion on factors affecting perspectives in communication</li> <li>• Classroom discussion on the 7Cs of effective communication (i.e., Concise, Concrete, Correct, Coherent, Courteous, and Complete)</li> <li>• Chart making on elements of communication</li> </ul>
<b>LO2</b>	<b>Demonstrate Verbal Communication</b>	
	<ul style="list-style-type: none"> <li>• Verbal communication</li> <li>• Public speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play of a phone conversation.</li> <li>• Group exercise on delivering speech and practicing public speaking</li> </ul>
<b>LO3</b>	<b>Demonstrate Non-Verbal Communication</b>	
	<ul style="list-style-type: none"> <li>• Importance of non-verbal communication</li> <li>• Types of non-verbal communication</li> <li>• Visual communication</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play on non-verbal communication</li> <li>• Group exercise and discussion on Do's and Don'ts to avoid body language mistakes</li> <li>• Group activity on methods of communication</li> </ul>
<b>LO4</b>	<b>Use Correct Pronunciation</b>	
	<ul style="list-style-type: none"> <li>• Pronunciation basics</li> <li>• Speaking properly</li> <li>• Phonetics</li> <li>• Types of sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Group exercises on pronouncing words</li> </ul>

<b>LO5</b>	<b>Demonstrate the knowledge of Assertive Communication Style</b>	
	<ul style="list-style-type: none"> <li>• Important communication styles</li> <li>• Assertive communication</li> <li>• Advantages of assertive communication</li> <li>• Practicing assertive communication</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on communication styles</li> <li>• Group discussion on observing and sharing communication styles</li> </ul>
<b>LO6</b>	<b>Demonstrate the Knowledge of Saying No</b>	
	<ul style="list-style-type: none"> <li>• Steps for saying 'No'</li> <li>• Connecting words (Conjunctions)</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on how to respond</li> <li>• Group activity on saying 'No'</li> </ul>
<b>LO7</b>	<b>Identify and Use Parts of Speech in Writing</b>	
	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Basic parts of speech</li> <li>• Supporting parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>• Group exercises on identifying parts of speech</li> <li>• Group exercises on constructing sentences</li> <li>• Group exercises on nouns</li> </ul>
<b>LO8</b>	<b>Write Sentences and Paragraphs</b>	
	<ul style="list-style-type: none"> <li>• Parts of a sentence</li> <li>• Types of objects</li> <li>• Types of sentences</li> <li>• Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Exercises on making sentences</li> <li>• Activity on active and passive voice</li> <li>• Assignment on writing different types of sentences</li> </ul>
<b>LO9</b>	<b>Communicate with People</b>	
	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Introducing self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play on formal and informal greetings</li> <li>• Role-play on introducing someone</li> <li>• Practice session and group discussion on greeting different people.</li> </ul>
<b>LO10</b>	<b>Introduce Self to Others and Write About Oneself</b>	
	<ul style="list-style-type: none"> <li>• Talking about self</li> <li>• Filling out a form to write about self</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing self-introduction to write about self</li> <li>• Filling up forms to write about self</li> </ul>
<b>LO11</b>	<b>Ask Questions</b>	
	<ul style="list-style-type: none"> <li>• Types of questions</li> <li>• Asking close-ended and open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise on asking different types of questions</li> <li>• Group activity on framing open and close-ended questions</li> </ul>

<b>LO12</b>	<b>Communicate Information About Family to Others</b>	
	<ul style="list-style-type: none"> <li>Words that show relations in the family</li> </ul>	<ul style="list-style-type: none"> <li>Practice talking about family</li> <li>Role-play on talking about family members</li> </ul>
<b>LO13</b>	<b>Describe Habits and Routines</b>	
	<ul style="list-style-type: none"> <li>Concept of habits and routines</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on habits and routines</li> <li>Group activity on describing routines</li> </ul>
<b>LO14</b>	<b>Ask or Give Directions to Others</b>	
	<ul style="list-style-type: none"> <li>Asking for directions to a place</li> <li>Giving directions for a place</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on asking and giving directions to a place</li> <li>Identifying symbols used for giving directions</li> </ul>

<b>Unit 2: Self-Management Skills – Iii</b>		
<b>Duration: 25 Hrs</b>		
	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>
<b>LO1</b>	<b>Identify and Analyse Own Strengths and Weaknesses</b>	
	<ul style="list-style-type: none"> <li>Knowing yourself</li> <li>Identifying strengths and weaknesses</li> <li>Difference between interests and abilities</li> </ul>	<ul style="list-style-type: none"> <li>Activity on writing aim in life</li> <li>Preparing a worksheet on interests and abilities</li> </ul>
<b>LO2</b>	<b>Demonstrate Personal Grooming</b>	
	<ul style="list-style-type: none"> <li>Guidelines for dressing and grooming</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on dressing and grooming standards</li> <li>Self-reflection activity on dressing and grooming</li> </ul>
<b>LO3</b>	<b>Maintain Personal Hygiene</b>	
	<ul style="list-style-type: none"> <li>Importance of personal hygiene</li> <li>Three steps to personal hygiene</li> <li>Essential steps of hand washing</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on personal hygiene</li> <li>Assignment on personal hygiene</li> </ul>
<b>LO4</b>	<b>Demonstrate the Knowledge of Working in a Team and Participating in Group Activities</b>	
	<ul style="list-style-type: none"> <li>Describe the benefits of teamwork</li> <li>Working in a team</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on working in a team</li> <li>Self-reflection on teamwork</li> </ul>

<b>LO5</b>	<b>Describe the Importance of Networking Skills</b>	
	<ul style="list-style-type: none"> <li>• Benefits of networking skills</li> <li>• Steps to build networking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Group exercise on networking in action</li> <li>• Assignment on networking skills</li> </ul>
<b>LO6</b>	<b>Describe the Meaning and Importance of Self-Motivation</b>	
	<ul style="list-style-type: none"> <li>• Self-motivation</li> <li>• Types of motivation</li> <li>• Qualities of Self-motivated people</li> </ul>	<ul style="list-style-type: none"> <li>• Activity on staying motivated</li> <li>• Assignment on reasons hindering motivation</li> </ul>
<b>LO7</b>	<b>Set SMART Goals</b>	
	<ul style="list-style-type: none"> <li>• Meaning of goals and purpose of goal-setting</li> <li>• Setting SMART (Specific, Measurable, Attainable, Realistic and Timebound) goals</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on setting SMART goals</li> <li>• Activity in developing long-term and short-term goals using the SMART method</li> </ul>
<b>LO8</b>	<b>Apply Time Management Strategies and Techniques</b>	
	<ul style="list-style-type: none"> <li>• Time management</li> <li>• Steps for effective time management</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing a checklist of daily activities</li> <li>• Preparing to-do-list</li> </ul>

<b>Unit 3: Information and Communication Technology Skills – III</b>		
<b>Duration: 20 Hrs</b>		
	<b>Theory (08 hrs)</b>	<b>Practical (12 hrs)</b>
<b>LO1</b>	<b>Create A Document on the Word Processor</b>	
	<ul style="list-style-type: none"> <li>• Introduction to ICT</li> <li>• Advantages of using (Information and Communication Technology) a word processor.</li> <li>• Working with Libre Office Writer</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity on demonstration and practice of the following:               <ol style="list-style-type: none"> <li>i. Creating a new document</li> <li>ii. Typing text</li> <li>iii. Saving the text</li> <li>iv. Opening and saving files on Microsoft Word/Libre Office Writer.</li> </ol> </li> </ul>
<b>LO2</b>	<b>Identify the basic interface of LibreOffice</b>	
	<ul style="list-style-type: none"> <li>• Standard user interface of LibreOffice writer               <ol style="list-style-type: none"> <li>i. Status bar</li> <li>ii. Menu bar</li> <li>iii. Tool bar</li> <li>iv. Making a text bold</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Group activity on using the basic user interface of LibreOffice writer</li> <li>• Group activity on working with Microsoft Word</li> </ul>
<b>LO3</b>	<b>Save, Close, Open and Print Document</b>	
	<ul style="list-style-type: none"> <li>• Saving a Word document</li> <li>• Closing a Word document</li> <li>• Opening an existing document</li> <li>• Printing a Word document</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity on performing the functions for saving, closing, and printing documents in LibreOffice Writer</li> </ul>

		<ul style="list-style-type: none"> <li>Group activity on performing the functions for saving, closing, and printing documents in Microsoft Word</li> </ul>
<b>LO4</b>	<b>Format Text in a Word Document</b>	
	<ul style="list-style-type: none"> <li>Changing style and size of text</li> <li>Aligning text and</li> <li>Cutting, Copying, Pasting text</li> <li>Finding and replacing</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on formatting text in LibreOffice Writer</li> <li>Group activity on formatting text in Microsoft Word</li> </ul>
<b>LO5</b>	<b>Check Spelling and Grammar in a Word Document</b>	
	<ul style="list-style-type: none"> <li>Starting a spell checker</li> <li>Short-cut menu for spell checker</li> <li>Autocorrecting spellings</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on checking spellings and grammar using LibreOffice Writer</li> <li>Group activity on checking spelling and grammar using Microsoft Word</li> </ul>
<b>LO6</b>	<b>Insert Lists, Tables, Pictures, and Shapes in a Word Document</b>	
	<ul style="list-style-type: none"> <li>Insert bullet list</li> <li>Inserting the following in Word document               <ol style="list-style-type: none"> <li>Number list</li> <li>Tables</li> <li>Pictures</li> <li>Shapes</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Practical exercise of inserting lists and tables using LibreOffice Writer</li> </ul>
<b>LO7</b>	<b>Insert Header, Footer and Page Number in a Word Document</b>	
	<ul style="list-style-type: none"> <li>Inserting the following in a Word document               <ol style="list-style-type: none"> <li>Header</li> <li>Footer</li> <li>page number</li> <li>Page count</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Practical exercises of inserting header, footer and page numbers in LibreOffice Writer and Microsoft Word</li> </ul>
<b>LO8</b>	<b>Demonstrate the Use of Track Change Option in a Word Document</b>	
	<ul style="list-style-type: none"> <li>Tracking changes in LibreOffice Writer</li> <li>Manage option</li> <li>Comparing documents</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on performing changes in track mode in LibreOffice Writer and Microsoft Word</li> </ul>

<b>Unit 4: Entrepreneurship Skills – III</b>		
<b>Duration: 25 Hrs</b>		
	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>
<b>LO1</b>	<b>Differentiate Between Different Kinds of Businesses</b>	
	<ul style="list-style-type: none"> <li>Introduction to entrepreneurship</li> <li>Types of business activities – manufacturing, trading, and service</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on different kinds of businesses around us</li> </ul>

<b>LO2</b>	<b>Describe the Significance of Entrepreneurial Values</b>	
	<ul style="list-style-type: none"> <li>Values of an entrepreneur</li> <li>Case study on qualities of an entrepreneur</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on qualities of an entrepreneur</li> </ul>
<b>LO3</b>	<b>Describe the Attitudinal Changes Required to Become an Entrepreneur</b>	
	<ul style="list-style-type: none"> <li>Difference between the attitude of an entrepreneur and an employee</li> </ul>	<ul style="list-style-type: none"> <li>Interviewing employees and entrepreneurs</li> </ul>
<b>LO4</b>	<b>Describe the Importance of Thinking Like an Entrepreneur</b>	
	<ul style="list-style-type: none"> <li>Problems of entrepreneurs</li> <li>Problem-solving</li> <li>Thinking like an entrepreneur to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on identifying and solving problems</li> </ul>
<b>LO5</b>	<b>Generate Business Ideas</b>	
	<ul style="list-style-type: none"> <li>The business cycle</li> <li>Principles of idea creation</li> <li>Generating a business idea</li> <li>Case studies</li> </ul>	<ul style="list-style-type: none"> <li>Group activity to create business ideas</li> </ul>
<b>LO6</b>	<b>Describe Customer Needs and the Importance of Conducting a Customer Survey</b>	
	<ul style="list-style-type: none"> <li>Understanding customer needs</li> <li>Conducting a customer survey</li> </ul>	<ul style="list-style-type: none"> <li>Group activity for conducting a customer survey</li> </ul>
<b>LO7</b>	<b>Create a Business Plan</b>	
	<ul style="list-style-type: none"> <li>Importance of business planning</li> <li>Preparing a business plan</li> <li>Principles to follow for growing a business</li> <li>Case studies</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on developing a business plan</li> </ul>

<b>Unit 5: Green Skills – III</b>		
<b>Duration: 15 Hrs</b>		
	<b>Theory (07 hrs)</b>	<b>Practical (08 hrs)</b>
<b>LO1</b>	<b>Describe the Importance of the Main Sectors of the Green Economy</b>	
	<ul style="list-style-type: none"> <li>Important sectors of green economy-               <ol style="list-style-type: none"> <li>Agriculture</li> <li>Energy resources</li> <li>Construction</li> <li>Fisheries</li> <li>Forestry</li> <li>Tourism</li> <li>Transport</li> <li>Water Management</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on sectors of the green economy</li> <li>Preparing posters on various sectors for promoting the green economy</li> </ul>

	ix. Waste management x. Manufacturing xi. Industry	
<b>LO2</b>	<b>Describe Policies for the Green Economy</b>	
	<ul style="list-style-type: none"> <li>Policies for a green economy</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on initiatives for promoting the green economy</li> <li>Writing an essay or a short note on the important initiatives for promoting a green economy.</li> </ul>
<b>LO3</b>	<b>Describe the Role of Various Stakeholders in the Green Economy</b>	
	<ul style="list-style-type: none"> <li>Stakeholders in the green economy</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on the role of stakeholders in the green economy</li> <li>Making solar bulbs.</li> </ul>
<b>LO4</b>	<b>Describe the Role of Government and Private Agencies in the Green Economy</b>	
	<ul style="list-style-type: none"> <li>Role of the government in promoting a green economy</li> <li>Role of private agencies in promoting green economy</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on the role of government and private agencies in promoting a green economy.</li> <li>Preparing posters on green sectors.</li> </ul>

## Part B: Vocational Skills

S. No.	Units	Duration (hrs)
1.	Unit 1: Prioritizing the safety of older adults	30
2.	Unit 2: Supporting the activities of daily living of older adults	50
3.	Unit 3: Exercises for a healthy mind and body.	35
4.	Unit 4: Caring for the older adults	30
5.	Unit 5: First Aid	20
<b>Total</b>		<b>165</b>

<b>Unit 1: Prioritizing the safety of older adults</b>			
<b>Learning Outcome</b>	<b>Theory (Hrs)</b>	<b>Practical (Hrs)</b>	<b>Duration (Hrs)</b>
1. Demonstrate the need for prioritizing the safety of older adults.	1. Factors affecting the safety of older adults. 2. Role of a geriatric care assistant in maintaining safety. 3. Assessing the safety requirements. 4. Safety devices for support of elder adults.	1. Make a PowerPoint presentation on the physical & psychosocial challenges of old adults. 2. Conduct field visits to interview elderly people in the neighborhood and discuss healthy aging. 3. Design safety devices for elderly care.	<b>8</b>

2. Identify basic components required for bed making to enhance patient comfort.	<ol style="list-style-type: none"> <li>1. Maintaining a safe environment for the elderly.</li> <li>2. Principles of bed making for the safety.</li> <li>3. Preparing the client for making the bed.</li> <li>5. Aftercare of the client.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a format to assess the geriatric requirements in their immediate surroundings using SWOT analysis.</li> <li>2. Make a list of the different types of beds.</li> <li>3. Enlist the basic components required for room comfort.</li> <li>4. List out the step-wise procedure in bed making.</li> <li>5. Practice bed-making procedures in your routine.</li> </ol>	<b>8</b>
3. Explore the professional boundaries.	<ol style="list-style-type: none"> <li>1. Organizational duties and responsibilities of a geriatric care assistant.</li> <li>2. Ethical duties and responsibilities.</li> <li>3. Acceptable professional practices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make a chart showing the organizational duties of the geriatric care assistant.</li> <li>2. Conduct community-based discussions on the socio-functional contributions of the aged population.</li> </ol>	<b>8</b>
4. Demonstrate personal protective measures.	<ol style="list-style-type: none"> <li>1. Medical hand hygiene practices.</li> <li>2. Steps for hand washing.</li> <li>3. Importance of personal grooming.</li> <li>4. Need for personal protective devices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice the step-wise procedure of hand washing.</li> <li>2. Practice personal grooming.</li> </ol>	<b>6</b>
<b>Total</b>			<b>30</b>

<b>Unit 2: Supporting the activities of daily living of older adults.</b>			
<b>Learning Outcome</b>	<b>Theory (Hrs)</b>	<b>Practical (Hrs)</b>	<b>Duration (Hrs)</b>
<ol style="list-style-type: none"> <li>1. Demonstrate procedures for assisting with bathing, grooming, dressing, oral care, eating, drinking, and normal elimination.</li> <li>2. Assist with supported mobility of older persons.</li> </ol>	<ol style="list-style-type: none"> <li>1. Procedure to assist geriatric persons during the bath, oral care, grooming, and elimination needs.</li> <li>3. Precautions for assisting to eat &amp; drink.</li> <li>4. Procedure for using appropriate body mechanics.</li> <li>6. Procedures for positioning the patient on the bed.</li> <li>7. Transferring older adults from bed to wheelchair.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the type of bath suitable for various situations and make a list.</li> <li>2. Practice providing support and record the daily routine care.</li> <li>3. Participate in feeding older adults under supervision.</li> <li>4. Draw diagrammatic representational charts based on principles of body mechanics to position the patient for physical examination.</li> <li>5. Practice transferring of patient from the wheelchair to the bed.</li> </ol>	<b>15+15+20</b>
<b>Total</b>			<b>50</b>

<b>Unit 3: Exercises for a healthy mind and body</b>			
<b>Learning Outcome</b>	<b>Theory (Hrs)</b>	<b>Practical (Hrs)</b>	<b>Duration (Hrs)</b>
1. Demonstrate the preparation, execution, and aftercare for a range of motion and breathing exercises.	1. Types of exercises for maintaining a healthy mind and body. 2. Range of motion exercise. 3. Strengthening exercises. 4. Cardiac Rehabilitation. 5. Steps and Precautions to perform Active & Passive range of motion exercises. 6. Procedure of coughing and breathing exercises.	1. Self-practice to perform basic yoga postures, aerobic exercises, and guided meditation with precautions. 2. Perform and get trained in breathing exercises and relaxation techniques. 3. Perform and demonstrate a range of motion exercises with precaution. 4. Demonstrate after practice Breathing exercise, Coughing exercise, Deep Breathing exercise, Diaphragmatic breathing. 5. Conduct group discussion on: the risks and side effects of exercise in older adults.	<b>10+10+15</b>
<b>Total</b>			<b>35</b>

<b>Unit 4: Caring for the Older Adults</b>			
<b>Learning Outcome</b>	<b>Theory (Hrs)</b>	<b>Practical (Hrs)</b>	<b>Duration (Hrs)</b>
1. Observe and report physical, emotional, and social needs, and discuss common health issues in the elderly.	1. Understanding the individual differences in the aging process. 2. Body system-wise physiological changes in older adults. 3. Common health issues in older adults.	1. Develop a life graph based on the age group and the nomenclature used to define the age group. 2. Make a chart indicating the age-related changes and care required for each body system.	<b>5+10+15</b>
<b>Total</b>			<b>30</b>

<b>Unit 5: First Aid</b>			
<b>Learning Outcome</b>	<b>Theory (Hrs)</b>	<b>Practical (Hrs)</b>	<b>Duration (Hrs)</b>
1. Demonstrate the principles, facilities equipment, and duties to perform first responder duties in medical emergencies.	1. Principles and rules of first aid. 2. Health and safety at the workplace. 3. First Aid room & Kit- Identify the facilities and materials. 4. Role of first aider in handling Fever, Heat stroke, Back Pain, Asthma, and Foodborne illness. 5. Prevent the elderly from injury due to falls. 6. Role of first responder during an accidental fall.	1. Enlist the Principles and rules of first aid. 2. Enlist the work hazards while assisting older adults in feeding. 3. Hands-on experience in handling the equipment and materials for first aid. 4. Practice as a first aider in fever, heat stroke, back pain, asthma, and foodborne illness. 5. Assess & Handle situations of accidental falls as a first responder.	5
			5
			5
			5
<b>Total</b>			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
	<b>Total</b>	<b>110</b>

Unit 1: Communication Skills – IV		
Duration: 25 Hrs		
	Theory (10 hrs)	Practical (15 hrs)
<b>LO1</b>	<b>Demonstrate Active Listening Skills</b>	
	<ul style="list-style-type: none"> <li>Active listening -listening skill and stages of active listening</li> <li>Overcoming barriers to active listening</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on factors affecting active listening</li> <li>Preparing posters of steps for active listening</li> <li>Role-play on negative effects of not listening actively</li> </ul>
<b>LO2</b>	<b>Identify The Parts of Speech</b>	
	<ul style="list-style-type: none"> <li>Parts of speech – using capitals, punctuation, and basic parts of speech</li> <li>Supporting parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>Group practice on identifying parts of speech</li> <li>Group practice on constructing sentences</li> </ul>
<b>LO3</b>	<b>Write Sentences</b>	
	<ul style="list-style-type: none"> <li>Writing simple sentence</li> <li>Writing complex sentences</li> <li>Types of object</li> <li>Types of sentences                             <ol style="list-style-type: none"> <li>Active and Passive sentences</li> <li>Statement/</li> <li>Declarative sentence</li> <li>Question/</li> <li>Interrogative sentence</li> <li>Emotion/</li> <li>Reaction or Exclamatory sentence</li> <li>Order or Imperative sentence</li> <li>Paragraph writing</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Group work on writing sentences and paragraphs</li> <li>Group work on practicing writing sentences in active or passive voice</li> <li>Group work on writing different types of sentences (i.e., declarative, exclamatory, interrogative, and imperative)</li> </ul>

<b>Unit T 2: Self-Management Skills – IV</b>		
<b>Duration: 25 Hrs</b>		
	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>
<b>LO1</b>	<b>Describe the Various Factors Influencing Motivation and Positive Attitude</b>	
	<ul style="list-style-type: none"> <li>• Motivation and positive attitude</li> <li>• Intrinsic and extrinsic motivation</li> <li>• Positive attitude – ways to maintain a positive attitude</li> <li>• Stress and stress management - ways to manage stress</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play on avoiding stressful situations</li> <li>• Activity on listing negative situations and ways to turn them into positive</li> </ul>
<b>LO2</b>	<b>Demonstrate the Knowledge of becoming Oriented.</b>	
	<ul style="list-style-type: none"> <li>• Becoming result-oriented</li> <li>• Goal setting – examples of result-oriented goals</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity on listing aim in life</li> </ul>
<b>LO3</b>	<b>Describe the Importance of Self-Awareness and the Basic Personality Traits, Types, and Disorders</b>	
	<ul style="list-style-type: none"> <li>• Steps towards self-awareness</li> <li>• Personality and basic personality traits</li> <li>• Common personality disorders-               <ol style="list-style-type: none"> <li>i. Suspicious</li> <li>ii. Emotional and impulsive</li> <li>iii. Anxious</li> </ol> </li> <li>• Steps to overcome personality disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on self-awareness</li> </ul>

<b>Unit 3: Information and Communication Technology Skills – IV</b>		
<b>Duration: 20 Hrs</b>		
	<b>Theory (06 hrs)</b>	<b>Practical (14 hrs)</b>
<b>LO1</b>	<b>Identify the Components of a Spreadsheet Application</b>	
	<ul style="list-style-type: none"> <li>• Getting started with a spreadsheet - types of a spreadsheet</li> <li>• Steps to start LibreOffice Calc.,</li> <li>• Components of a worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Group activity on identifying components of spreadsheet in LibreOffice Calc.</li> </ul>
<b>LO2</b>	<b>Perform Basic Operations on a Spreadsheet</b>	
	<ul style="list-style-type: none"> <li>• Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell</li> <li>• Selecting multiple cells</li> <li>• Saving the spreadsheet in various formats</li> <li>• Closing the spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity on working with data on LibreOffice Calc.</li> </ul>

	<ul style="list-style-type: none"> <li>Opening the spreadsheet.</li> <li>Printing the spreadsheet.</li> </ul>	
<b>LO3</b>	<b>Demonstrate the Knowledge of Working with Data and Formatting Text</b>	
	<ul style="list-style-type: none"> <li>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</li> <li>Formatting cell and content</li> <li>Changing text style and font size</li> <li>Aligning text in a cell</li> <li>Highlighting text</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on formatting a spreadsheet in LibreOffice Calc</li> <li>Group activity on performing basic calculations in LibreOffice Calc.</li> </ul>
<b>LO4</b>	<b>Demonstrate the Knowledge of Using Advanced Features in Spreadsheet</b>	
	<ul style="list-style-type: none"> <li>Advanced features in Spreadsheet               <ol style="list-style-type: none"> <li>Sorting data</li> <li>Filtering data</li> <li>Protecting spreadsheet with password</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Group activity on sorting data in LibreOffice Calc</li> </ul>
<b>LO5</b>	<b>Make Use of Software for Making Slides Presentations</b>	
	<ul style="list-style-type: none"> <li>Steps to start LibreOffice Impress</li> <li>Adding text to a slide presentation</li> </ul>	<ul style="list-style-type: none"> <li>Group practice on working with LibreOffice Impress tools</li> </ul>
<b>LO6</b>	<b>Demonstrate Knowledge of Opening, Closing, and Slide Presentations</b>	
	<ul style="list-style-type: none"> <li>Printing a presentation</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on closing and saving a presentation in LibreOffice Impress</li> </ul>
<b>LO7</b>	<b>Demonstrate the Knowledge of working with Slides.</b>	
	<ul style="list-style-type: none"> <li>Working with slides and text in a presentation-adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text, and changing text color</li> </ul>	<ul style="list-style-type: none"> <li>Group practice on working with font styles in LibreOffice Impress</li> </ul>
<b>LO8</b>	<b>Demonstrate the Use of Advanced Features in a Presentation</b>	
	<ul style="list-style-type: none"> <li>Advanced features used in a presentation</li> <li>Inserting shapes in the presentation</li> <li>Inserting clipart and images in a presentation</li> <li>Changing slide layout</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on changing slide layout on LibreOffice Impress</li> </ul>

<b>Unit 4: Entrepreneurship Skills – IV</b>		
<b>Duration: 25 Hrs</b>		
	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>
<b>LO1</b>	<b>Describe the Types and Qualities of Entrepreneurs</b>	
	<ul style="list-style-type: none"> <li>• Entrepreneurship and entrepreneur</li> <li>• Characteristics of entrepreneurship</li> <li>• Entrepreneurship-art and science</li> <li>• Qualities of a successful entrepreneur</li> <li>• Types of entrepreneurs</li> <li>• Roles and functions of an entrepreneur</li> <li>• What motivates an entrepreneur?</li> <li>• Identifying opportunities and risk-taking</li> <li>• Startups</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on the topic "An entrepreneur is not born but created".</li> <li>• Conducting a classroom quiz on various aspects of entrepreneurship.</li> </ul>
<b>LO2</b>	<b>Identify the Barriers to Entrepreneurship</b>	
	<ul style="list-style-type: none"> <li>• Barriers to entrepreneurship               <ol style="list-style-type: none"> <li>i. Environmental barriers</li> <li>ii. Faulty business plan</li> <li>iii. Personal barriers</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion about "What we fear about entrepreneurship"</li> <li>• Activity on taking an interview of an entrepreneur.</li> </ul>
<b>LO3</b>	<b>Identify the Attitude that Makes an Entrepreneur Successful</b>	
	<ul style="list-style-type: none"> <li>• Entrepreneurial attitude</li> </ul>	-----
<b>LO4</b>	<b>Demonstrate the Knowledge of Entrepreneurial Attitude and Competencies</b>	
	<ul style="list-style-type: none"> <li>• Entrepreneurial competencies               <ol style="list-style-type: none"> <li>i. Decisiveness</li> <li>ii. Initiative</li> <li>iii. Interpersonal skills-positive attitude, stress management</li> <li>iv. Perseverance</li> <li>v. Organizational skills- time management, goal setting, efficiency, managing quality</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Playing games, such as "Who am I".</li> <li>• Group discussion on business ideas</li> <li>• Group practice on "Best out of Waste"</li> <li>• Group discussion on the topic of "Let's grow together"</li> <li>• Group activity on listing stress and methods to deal with it</li> <li>• Group activity on time management</li> <li>• Activity on "My entrepreneurial attitude"</li> </ul>

<b>Unit 5: Green Skills – IV</b>		
<b>Duration: 15 Hrs</b>		
	<b>Theory (05 hrs)</b>	<b>Practical (10 hrs)</b>
<b>LO1</b>	<b>Identify the Benefits of the Green Jobs</b>	
	<ul style="list-style-type: none"> <li>• Green jobs</li> <li>• Benefits of green jobs</li> <li>• Green jobs in different sectors: <ul style="list-style-type: none"> <li>i. Agriculture</li> <li>ii. Transportation</li> <li>iii. Water conservation</li> <li>iv. Solar and wind energy</li> <li>v. Eco-tourism</li> <li>vi. Building and construction</li> <li>vii. Solid waste management</li> <li>viii. Appropriate technology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on the importance of green jobs.</li> </ul>
<b>LO2</b>	<b>State the Importance of Green Jobs</b>	
	<ul style="list-style-type: none"> <li>• Importance of green jobs in the following <ul style="list-style-type: none"> <li>i. Limiting greenhouse gas emissions</li> <li>ii. Minimizing waste and pollution</li> <li>iii. Protecting and restoring ecosystems</li> <li>iv. Adapting to the effects of climate change</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Preparing posters on green jobs.</li> <li>• Group activity on tree plantation.</li> </ul>

## Part B: Vocational Skills

S. No.	Units	Duration (Hrs)
1.	Unit 1: Role of Geriatric Aide in patient care	50
2.	Unit 2: Technology for elderly care	30
3.	Unit 3: Maintaining safety at the workplace.	35
4.	Unit 4: Waste Disposal and Management	50
	<b>Total</b>	<b>165</b>

<b>Unit1: Role of geriatric assistant in patient care</b>			
<b>Learning Outcome</b>	<b>Theory (Hrs)</b>	<b>Practical (Hrs)</b>	<b>Duration (Hrs)</b>
1. Record vital parameters of the body's functions.	1 Aging and its significance on vital signs of the body. 2. Making observations and recording the body parameters. 3. Distinguish between diagnostic testing and routine testing. 4. Methods of assessing the body parameters.	1. Conduct mock drills - Preparing patients for assessments. 2. Prepare a format for charting body vital measurements. 3. Record & maintain monthly records of vital parameters of an older adult in your neighborhood (Height, weight, BP, Temperature, Pulse, Respiration, Blood Glucose, SpO2, RBS through automated machines).	15
2. record the symptoms of a geriatric person.	1. Observing & recording symptoms & signs 2. Significant observations for the care of geriatrics with medical conditions.	1. Observe and maintain records of signs and symptoms reported by an older adult.	10
3. Notify the authority about variations in normal parameters.	1. Identifying between normal functioning and variations. 2. Record and report the observations using appropriate language promptly to the authorities. 3. Maintain, store, and retain the records of medicines taken & clinical care.	1. Enlist & differentiate routine specimen testing & specific diagnostic tests. 3. Storage of medical records	10
4. Assisting in administering medication.	1. Handle medicines physically 2. Preparing pill boxes for administration of medicines. 3. Identify the essential details of medicine. 4. Prepare & administer medicine. 5. Maintain a record of medicine administered.	1. Simulatory sessions: -Obtaining medicines as per prescriptions. - Preparing pill boxes based on prescription. 2. Make a format to record the daily administration of medicine as per prescription. 3. Review 10 prescriptions and prepare records based on generic name, and trade name, dose, route, frequency, expiry date. 4. Frame a format for recording a 1-month daily record of medicines administered to 10 patients.	10

5. Identify the activities for rehabilitating the geriatric.	1. Establishing supportive relationships with the elderly. 2. Rehabilitative activities for older adults. 3. Promoting community participation of older adults.	1. Prepare a chart to list the rehabilitative measures for movement disorders of various types in older adults. 2. Promote participation of the elderly in your community for regular walks.	5
<b>Total Hours</b>			<b>50</b>

<b>UNIT 2: Technology for Elderly Care</b>			
<b>Learning Outcome</b>	<b>Theory (Hrs)</b>	<b>Practical (Hrs)</b>	<b>Duration (Hours)</b>
1. Demonstrate basic computer skills and digital literacy.	1. Documentation process and reporting using Microsoft Office word processing, spreadsheets, and presentation tools for documentation.	1. File Management Task: Create, rename, organize, and manage folders/files related to patient records. 2. Security Awareness Exercise: Set up and demonstrate password protection, user account management, and basic cybersecurity best practices. 3. Create a sample nursing chart for recording routine activities, and medicine administration using Microsoft Word/Excel or Google Docs.	15
2. Utilize telemedicine and digital communication technologies.	1. Use of Telemedicine platforms for virtual consultations. 2. Communicate using digital tools. 3. Understand the role of mobile health apps and wearable health technology.	1. Make a presentation on telemedicine tools for elderly care. 2. Conduct Mock Teleconsultation. 3. Monitoring vital signs via Telehealth Apps. 4. Conduct group discussion on the use of mobile apps to manage various chronic conditions:	15
<b>Total</b>			<b>30</b>

<b>Unit 3: Maintaining safety at the workplace</b>			
<b>Learning Outcome</b>	<b>Theory (Hrs)</b>	<b>Practical (Hrs)</b>	<b>Duration (Hrs)</b>
1. Determine the health, safety, and security at the workplace.	1. Individual responsibilities for maintaining workplace health safety and security requirements. 2. Knowledge of environmental safety and security procedures.	1. Group discussion on health, safety, and security in the workplace about geriatric care. 2. Make power point to educate about hazards in the work environment.	<b>15</b>
2. Handle hazardous situations safely.	1. Identify potential hazards 2. Identify and interpret codes for emergencies. 3. Create awareness about emergency procedures.	1. List the common health and security hazards while working in healthcare. 2. Create awareness about hospital-based hazards.	<b>20</b>
<b>Total</b>			<b>35</b>

<b>Unit 4: Waste Disposal and Management</b>			
<b>Learning Outcome</b>	<b>Theory (Hrs)</b>	<b>Practical (Hrs)</b>	<b>Duration (Hrs)</b>
1. Participate in categorizing the waste generated, to ensure proper collection and storage of waste.	1. Handle, package, label, store, transport, and dispose of waste to reduce the risk to the environment. 2. Store clinical or related waste. 3. Minimize contamination of materials, equipment, and instruments by aerosols and splatter.	1. Practice stepwise procedures to handle, package, label, store, transport, and dispose of waste. 2. Enlist the hazards and risks associated with the disposal. 3. Prepare format: Reporting procedures for accidental spillages, and contamination of waste.	<b>20</b>
2. Adhere to effective infection control protocols.	1. Safety measures for infection prevention and control. 2. Procedures for risk control and risk containment. 3. Specifying the clean and contaminated zones. 4. Decontaminate equipment as per sterilization protocols. 5. Personal protection and prevent the transmission of infection	4. Prepare a list of risk identification related to infectious diseases in the workplace. 5. Make a record of various infectious conditions affecting elderly persons. 6. Demonstrate techniques to clean objects and areas sterile. 7. Perform personal hygiene practices including hand care.	<b>10</b>
<b>Total</b>			<b>50</b>

## 6. ORGANISATION OF FIELD VISITS

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Field visits and educational tours emphasize the skill-learning part of the curriculum. In a year minimum of 2 field visits and 1 educational tour may be organized for the students to expose them to the activities in the workplace.

### Visit# 1:

Students are advised to form small groups and visit an older adult living in the neighborhood to collect information about their living conditions. Ensure that the student interactions are guided by a trainer. The interactions should focus on encouraging the older adult to share his or her experiences only. Meanwhile, the students should also ensure that the primary support system for older adults lies in the emotional ties shared with their families.

### The following records are to be maintained through observations:

Health status of the elderly person: Conscious/Well-oriented, Unconscious, chronically ill, Ambulatory, needs assistance for daily living, maintains interpersonal relationships.

Measure the vital parameters like pulse, BP, Temperature, Respiration, height, and weight of the patient.

List the assisted safety devices used by the older adult for daily needs.

Nutrition and dietary plan followed by the older adult.

List the medical equipment required for the support of the elderly. Understand the working and maintenance of such devices from trained nursing staff.

Make a list of the medicines taken by the older adult. Understand the storage specifications, dosage prescribed, etc.

Biomedical waste disposal followed at the source.

### Visit# 2:

Make a visit to community living spaces for old age care to organize fun day activities. Prepare fun filled activities for spending a day to utilize the creativity of the residents. Think of activities that involve cognitive activities encouraging group participation and those that can be continued as creative passion.

Record the participation of each participant (assessing their strength, weaknesses opportunities, and threats) and present it as a project report.

### Visit# 3:

Conduct educational tours to non-profit organizations working on social causes for the elderly. Make a list of such social organizations across the country. Visit nearby hospital and observe the functions of nursing assistant in geriatric care. Observe the responsibilities following each unit mentioned in the curriculum. Write stepwise record for each role such as making bed, hand hygiene, daily medicine report, routine investigation reports etc.

## 7. LIST OF EQUIPMENT AND MATERIALS

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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	Mannequin	52	Oral Care Set,
2	Ambu Mask (Adult),	53	Steel Tray,
3	Pocket Mask,	54	Artery Forceps,
4	Stop Watch,	55	Dissecting Forceps,
5	Oxygen Cylinder	56	Scissor,

6	Oxygen Key,	57	Nail Cutter,
7	Trolley,	58	Nail Filer,
8	Bed(ICU),	59	Splint
9	Locker	60	Cervical Collar
10	Table (3 ft by 6 ft),	61	Spine Board,
11	Cupboard,	62	Steel Plate,
12	Stretcher	63	Steel Glass
13	Cane	64	Steel Bowl,
14	Back Rest	65	Spoon
15	Foot Rest,	66	Steel Jug,
16	Steel Basin,	67	Bath Tub,
17	Bedpan,	68	Kidney Tray
18	Urinal (Male & Female),	69	IV Stand,
19	Air Cushion	70	Measuring Glass
20	Weighing Machine,	71	Measuring Tape,
21	Fire Extinguisher,	72	Projector,
22	White Board	73	Micropore
23	Extension Cord	74	Spatula
24	Speaker	75	Hydrogen Peroxide Bottle
25	Writing Pad	76	Cleaning Solution (Colin)
26	Goggles	77	Needle burner
27	Towel	78	Thermometer
28	Gown	79	Syringe 50cc/ml (Asepto)
29	Gloves(disposable)-Packet	80	B.P. Monitoring Machine
30	Gloves (Surgical)-Packet	81	Pulse Oximeter
31	Liquid Soap	82	Steamer
32	Bottle	83	Nebulizer
33	Mask-Packet	84	Hot Water bag
34	Shoe Cover-Packet	85	Spirometer
35	Hair Cap-Packet	86	Inch Tape
36	Mackintosh	87	Cell Bell
37	Sponge Cloth	88	Enamel basin
38	Wet Wipes -Packet	89	Ice Cap
39	Comb	90	Suction Apparatus
40	Tooth Brush	91	Folley Catheter
41	Toothpaste	92	Euro Bags
42	Hair Oil	93	Suction Catheter
43	Shampoo Bottle	94	Adult Diaper
44	Bath Soap	95	Ryle's Tube
45	Talcum Powder	96	Tourniquet
46	Different Colour Plastic Bags with Dustbins	97	Rubber Sheet
47	Uro Bag Sample Collection Bottle	98	Draw Sheet
48	Sample Collection Bottle	99	Medicine Containers
49	Gauze Piece (4x4)	100	Register for Medications/ Daily Maintenance
50	Betadine Solution Bottle		
51	Cotton Rolls		

Class Room equipped with following arrangements: • Interactive lectures & Discussion • Brain Storming • Charts & Models • Activity • Video presentation

Skill lab equipped with following arrangements: • Unique equipment as enlisted at the last • Practical Demonstration of various functions • Case study • Roleplay

## 8. VOCATIONAL TEACHER'S/TRAINER'S QUALIFICATION AND GUIDELINES

**Q**ualification and other requirements for the appointment of vocational teachers/trainers on a 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 of Teacher	Minimum Competencies	Age Limit
1.	NSQF Level 5 certified Geriatric Aide with 5 years of experience <b>or</b> B.Sc. (Nursing) with one year of experience as a geriatric aide <b>or</b> GNM with three years of experience as a geriatric aide	<ul style="list-style-type: none"><li>Experience in conducting training programs for skilled jobs in healthcare vocational education. Effective communication skills, interpersonal skills, and ability to work as part of a team. Basic computing skills.</li></ul>	18-37 years (as of Jan. 01 (year)) Age relaxation is 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 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 the 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.

The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are 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 they will be teaching. Copies of relevant certificates and/or records of experience of the teacher/trainer in the industry should be kept as records.

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

- Written test for the technical/domain-specific knowledge related to the sector;
- Interview for assessing the knowledge, interests, and aptitude of the trainer through a panel of experts from the field and state representatives; and
- 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 to understand 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 that have a clear and relevant purpose and that 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, teamwork, and practical and simulation-based learning experiences;
- (v) Work with the institution's management to organize skill demonstrations, site visits, on-job training, and presentations for students in cooperation with industry, enterprises, and other workplaces;
- (vi) Identify the weaknesses of students and assist them in the upgradation of competency;
- (vii) Cater to different learning styles and levels 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 about certain pre-established criteria and objectives should be done periodically to ensure the quality of the Vocational Teachers/Trainers.

**The following parameters may be considered during the appraisal process:**

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

## 9. LIST OF CONTRIBUTORS

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