

# LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

**JOB ROLE: Telehealth Services Coordinator**

(QUALIFICATION PACK: Ref.Id.HSS/Q5801 V1.0)

**Sector: Health Care**

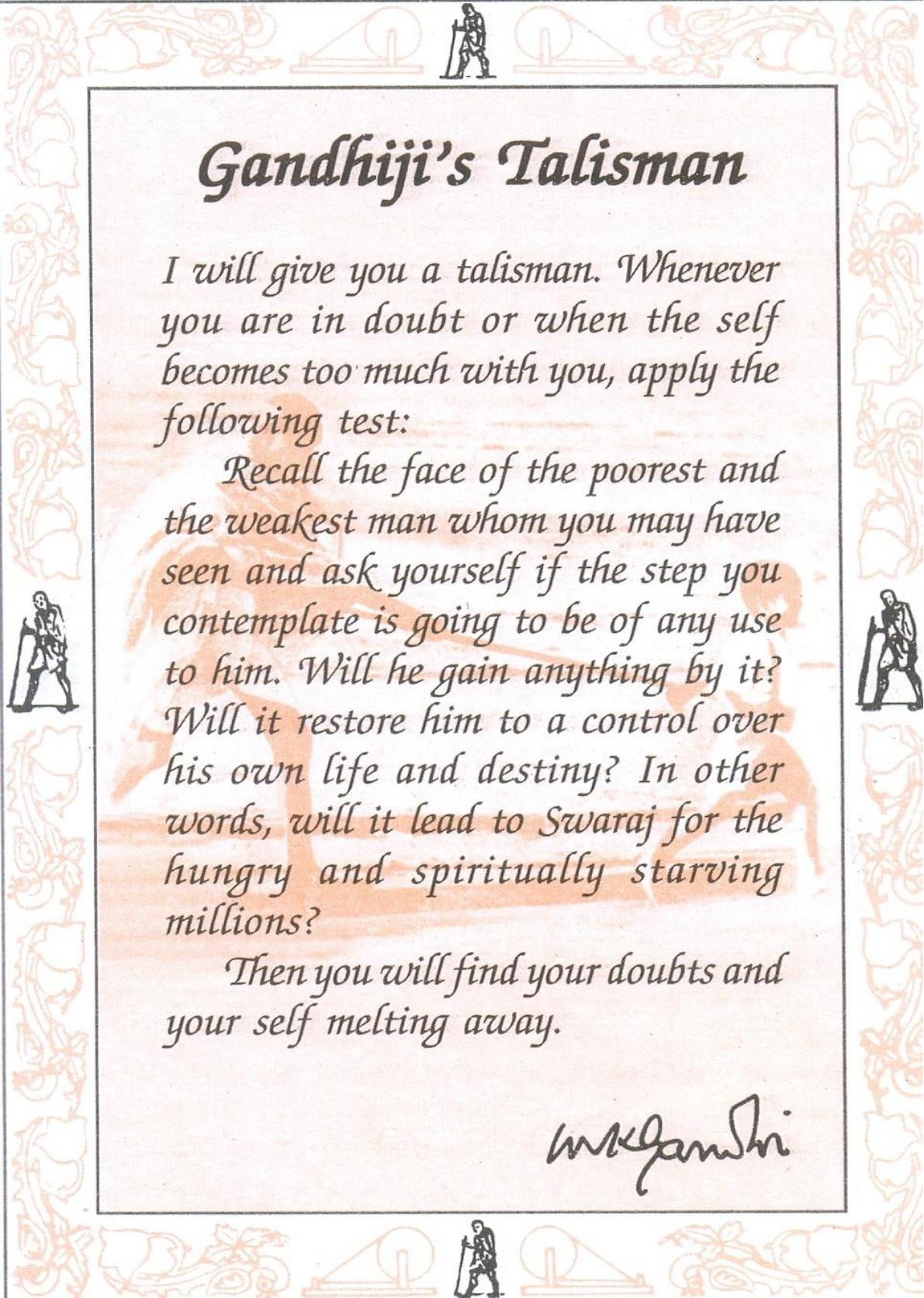
**Classes 11<sup>th</sup> and 12<sup>th</sup>**



**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 – Telehealth Services Coordinator  
June, 2023

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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 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. Currently, the Institute is working on developing curricula and courseware for over 100 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 *RashtriyaMadhyamikShikshaAbhiyan* (RMSA) of MoE.

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 21<sup>st</sup> Century.

Prof. 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 *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) 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 at the Technical Support Group of RMSA, MoE, 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 outcomebased curriculum. Their names are acknowledged in the list of contributors. This document has been reviewed by Dr. Dipak Raut, Professor, Institute of Public Health and Research, Ministry of Health & Family Welfare, Mumbai. The contributions made by VinaySwarupMehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), Vipin Kumar Jain, Associate Professor and Head, Programme Planning and Monitoring Cell (PPMC) and DipakShudhalwar, Associate Professor, Department of Engineering & Technology, PSSCIVE in the development of the curriculum for employability skills are duly acknowledged.

The assistance provided by JivanKoli, 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: Health Care – Telehealth Services Coordinator**

**A** Telehealth services coordinator, 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 Telehealth services coordinator 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 clients;
- Identify the principal components of a computer system and new technology
- 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 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;
- 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 Yoga Therapy Assistant in Class XI and Class XII.

|                         |                    |
|-------------------------|--------------------|
| <b>COURSE DURATION:</b> | <b>600 hrs</b>     |
|                         | Class 11 : 300 hrs |
|                         | Class 12 : 300 hrs |
|                         | -----              |
| <b>Total</b>            | <b>:600 hrs</b>    |
|                         | -----              |

## 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:

| <b>CLASS 11</b> |  |   |   |
|-----------------|--|---|---|
| <b>Units</b>    |  | <b>No. of Hours for Theory and Practical =300 (270 Teaching and Training + 30 Evaluation)</b> | <b>Max. Marks for Theory and Practical = 100 (30 Theory and 70 Practical)</b> |
| <b>Part A</b>   | <b>Employability Skills</b>  |   |   |
|                 | Unit 1: Communication Skills – III                                 | 25  |   |
|                 | Unit 2: Self-management Skills - III                               | 25  |   |
|                 | Unit 3: Information and Communication Technology Skills – III      | 20  |   |
|                 | Unit 4: Entrepreneurial Skills– III                                | 25  |   |
|                 | Unit 5: Green Skills - III   | 15  |   |
|                 | <b>Total</b>   | <b>110</b>  |   |
| <b>Part B</b>   | <b>Vocational Skills</b>   |   |   |
|                 | Unit 1: Introduction Telehealth Services                           | 45  |   |
|                 | Unit 2: Promote the Telehealth Services as per Needs and Protocols | 40  |   |
|                 | Unit 3: Prepare and Manage the Set-Up for Tele Consultation        | 40  |   |
|                 | Unit 4: Facilitate Services for Telehealth Equipment               | 35  |   |
|                 | <b>Total</b>   | <b>160</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>                                    |   |   |
|                 | Practical File/Student Portfolio                                   | 10  | 20  |
|                 | Viva Voce  | 10  | 15  |
|                 | <b>Total</b>   | <b>20</b>   | <b>35</b>   |
|                 | <b>Total</b>   | <b>300</b>  | <b>100</b>  |

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

| <b>CLASS 12</b> |   |   |   |
|-----------------|---|---|---|
| <b>Units</b>    |   | <b>No. of Hours for Theory and Practical =300 (270 Teaching and Training + 30 Evaluation)</b> | <b>Max. Marks for Theory and Practical = 100 (30 Theory and 70 Practical)</b> |
| <b>Part A</b>   | <b>Employability Skills</b>                                     |   |   |
|                 | Unit 1: Communication Skills – IV                               | 25  |   |
|                 | Unit 2: Self-management Skills – IV                             | 25  |   |
|                 | Unit 3: Information and Communication Technology Skills – IV    | 20  |   |
|                 | Unit 4: Entrepreneurial Skills – IV                             | 25  |   |
|                 | Unit 5: Green Skills - IV                                       | 15  |   |
|                 | <b>Total</b>  | <b>110</b>  | <b>10</b>   |
| <b>Part B</b>   | <b>Vocational Skills</b>  |   |   |
|                 | Unit 1: Assistance to Healthcare Services Provider              | 40  |   |
|                 | Unit 2: Manage Telehealth Facility                              | 35  |   |
|                 | Unit 3: Maintain A Safe, Healthy and Secure Working Environment | 45  |   |
|                 | Unit 4: Infection Control and Bio-medical Waste Management      | 40  |   |
|                 | <b>Total</b>  | <b>160</b>  | <b>20</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>                                 |   |   |
|                 | Practical File/Student Portfolio                                | 10  | 15  |
|                 | Viva Voce   | 10  | 10  |
|                 | <b>Total</b>  | <b>20</b>   | <b>35</b>   |
|                 | <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 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

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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 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                           |
|    | <b>Total</b>   | <b>5x1=5</b>               | <b>10x2=20</b>         | <b>5x3=15</b>         | <b>40<br/>(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 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             |
|       | <b>Total</b>  | <b>110</b>     |

| Unit 1: Communication Skills–III          |  |   |                   |
|---|--|---|-------------------|
| Learning Outcome                          | Theory (10Hrs)   | Practical (15Hrs)   | Duration (25 Hrs) |
| 1. Demonstrate knowledge of communication | 1. Introduction to communication<br>2. Importance of communication<br>3. Elements of communication<br>4. Perspectives in communication<br>5. Effective communication | 1. Role-play on the communication process<br>2. Group discussion on factors affecting perspectives in communication<br>3. Classroom discussion on the 7Cs (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) of effective communication<br>4. Chart making on elements of communication | <b>03</b>         |
| 2. Demonstrate verbal communication       | 1. Verbal communication<br>2. Public Speaking  | 1. Role-play of a phone conversation<br>2. Group exercise on delivering speech and practicing public speaking   | <b>02</b>         |
| 3. Demonstrate non-verbal communication   | 1. Importance of non-verbal communication<br>2. Types of non-verbal communication<br>3. Visual communication   | 1. Role-play on non-verbal communication<br>2. Group exercise and discussion on Do's and Don'ts to avoid body language mistakes<br>3. Group activity on methods of communication  | <b>02</b>         |
| 4. Speak using correct pronunciation      | 1. Pronunciation basics<br>2. Speaking properly<br>3. Phonetics<br>4. Types of sounds  | 1. Group activities on practicing pronunciation   | <b>01</b>         |



|  |  |  |           |
|--|--|--|-----------|
| 5. Apply an assertive communication style                | <ol style="list-style-type: none"> <li>1. Important communication styles</li> <li>2. Assertive communication</li> <li>3. Advantages of assertive communication</li> <li>4. Practicing assertive communication</li> </ol> | <ol style="list-style-type: none"> <li>1. Group discussion on communication styles</li> <li>2. Group discussion on observing and sharing communication styles</li> </ol>   | <b>03</b> |
| 6. Demonstrate the knowledge of saying no                | <ol style="list-style-type: none"> <li>1. Steps for saying 'No'</li> <li>2. Connecting words</li> </ol>  | <ol style="list-style-type: none"> <li>1. Group discussion on how to respond</li> <li>2. Group activity on saying 'No'</li> </ol>  | <b>02</b> |
| 7. Identify and use parts of speech in writing           | <ol style="list-style-type: none"> <li>1. Capitalisation</li> <li>2. Punctuation</li> <li>3. Basic parts of speech</li> <li>4. Supporting parts of speech</li> </ol>   | <ol style="list-style-type: none"> <li>1. Group activity on identifying parts of speech</li> <li>2. Writing a paragraph with punctuation marks</li> <li>3. Group activity on constructing sentences</li> <li>4. Group activity on identifying parts of speech</li> </ol> | <b>03</b> |
| 8. Write correct sentences and paragraphs                | <ol style="list-style-type: none"> <li>1. Parts of a sentence</li> <li>2. Types of object</li> <li>3. Types of sentences</li> <li>4. Paragraph</li> </ol>  | <ol style="list-style-type: none"> <li>1. Activity on writing sentences</li> <li>2. Activity on active and passive voice</li> <li>3. Assignment on writing different types of sentences</li> </ol>   | <b>02</b> |
| 9. Communicate with people                               | <ol style="list-style-type: none"> <li>1. Greetings</li> <li>2. Introducing self and others</li> </ol>   | <ol style="list-style-type: none"> <li>1. Role-play on formal and informal greetings</li> <li>2. Role-play on introducing someone</li> <li>3. Practice and group discussion on how to greet different people?</li> </ol>   | <b>02</b> |
| 10. Introduce yourself to others and write about oneself | <ol style="list-style-type: none"> <li>1. Talking about self</li> <li>2. Filling a form</li> </ol>   | <ol style="list-style-type: none"> <li>1. Practicing self-introduction and filling up forms</li> <li>2. Practicing self-introduction to others</li> </ol>  | <b>01</b> |
| 11. Develop questioning skill                            | <ol style="list-style-type: none"> <li>1. Main types of questions</li> <li>2. Forming closed and open-ended questions</li> </ol>   | <ol style="list-style-type: none"> <li>1. Practice exercise on forming questions</li> <li>2. Group activity on framing questions</li> </ol>  | <b>01</b> |
| 12. Communicate information about family to others       | <ol style="list-style-type: none"> <li>1. Names of relatives</li> <li>2. Relations</li> </ol>  | <ol style="list-style-type: none"> <li>1. Practice talking about family</li> <li>2. Role-play on talking about family members in a relations</li> </ol>  | <b>01</b> |
| 13. Describe habits and routines                         | <ol style="list-style-type: none"> <li>1. Concept of habits and routines</li> </ol>  | <ol style="list-style-type: none"> <li>1. Group discussion on habits and routines</li> <li>2. Group activity on describing routines</li> </ol>   | <b>01</b> |

|                                      |  |   |           |
|--------------------------------------|--|---|-----------|
| 14. Ask or give directions to others | 1. Asking for directions<br>2. Using landmarks | 1. Role-play on asking and giving directions<br>2. Identifying symbols used for giving directions | <b>01</b> |
| <b>Total</b>                         |  |   | <b>25</b> |

| <b>Unit 2: Self-Management–III</b>  |  |  |                         |
|---|--|--|-------------------------|
| <b>Learning Outcome</b>   | <b>Theory (10Hrs)</b>  | <b>Practical (15Hrs)</b>   | <b>Duration (25Hrs)</b> |
| 1. Identify and analyse own strengths and weaknesses                                    | 1. Understanding self<br>2. Techniques for identifying strengths and weaknesses<br>3. Difference between interests and abilities | 1. Activity on writing aims in life<br>2. Preparing a worksheet on interests and abilities                             | <b>03</b>               |
| 2. Demonstrate personal grooming skills   | 1. Guidelines for dressing and grooming<br>2. Preparing a personal grooming checklist  | 1. Role-play on dressing and grooming standards<br>2. Self-reflection activity on various aspects of personal grooming | <b>04</b>               |
| 3. Maintain personal hygiene  | 1. Importance of personal hygiene<br>2. Three steps to personal hygiene<br>3. Essential steps of hand washing                    | 1. Role-play on personal hygiene<br>2. Assignment on personal hygiene  | <b>03</b>               |
| 4. Demonstrate the knowledge of working in a team and participating in group activities | 1. Describe the benefits of teamwork<br>2. Working in a team   | 1. Assignment on working in a team<br>2. Self-reflection on teamwork   | <b>03</b>               |
| 5. Develop networking skills  | 1. Benefits of networking skills<br>2. Steps to build networking skills  | 1. Group exercise on networking in action<br>2. Assignment on networking skills  | <b>03</b>               |
| 6. Describe the meaning and importance of self-motivation                               | 1. Meaning of self-motivation<br>2. Types of motivation<br>3. Steps to building self-motivation                                  | 1. Activity on staying motivated<br>2. Assignment on reasons hindering motivation                                      | <b>03</b>               |
| 7. Set goals  | 1. Meaning of goals and purpose of goal-setting<br>2. Setting SMART goals  | 1. Assignment on setting SMART goals<br>2. Activity on developing long-term and short-term goals using SMART method    | <b>03</b>               |
| 8. Apply time management strategies and techniques                                      | 1. Meaning and importance of time management<br>2. Steps for effective time management   | 1. Checklist for making preparation for daily activities<br>2. Preparing To-do-list                                    | <b>03</b>               |
| <b>Total</b>  |  |  | <b>25</b>               |

| <b>Unit 3: Information and Communication Technology-III</b>      |   |  |                             |
|--|---|--|-----------------------------|
| <b>LearningOutcome</b>   | <b>Theory<br/>(08Hrs)</b>   | <b>Practical<br/>(12Hrs)</b>   | <b>Duration<br/>(20Hrs)</b> |
| 1. Create a document on the word processor                       | 1. Introduction to ICT<br>2. Advantages of using a word processor<br>3. Work with Libre Office Writer | 1. Group activity on demonstration and practice of the following:<br>• Creating a new document<br>• Typing text<br>• Saving the text<br>• Opening and saving file on Microsoft word/Libre Office Writer                      | <b>02</b>                   |
| 2. Identify icons on the toolbar                                 | 1. Status bar<br>2. Menu bar<br>3. Icons on the Menu bar<br>4. Multiple ways to perform a function    | 1. Group activity on using basic user interface of LibreOffice writer<br>2. Group activity on working with Microsoft Word  | <b>02</b>                   |
| 3. Save, close, open and print document                          | 1. Save a word document<br>2. Close<br>3. Open an existing document<br>4. Print                       | 1. Group activity on performing the functions for saving, closing and printing documents in LibreOffice Writer<br>2. Group activity on performing the functions for saving, closing and printing documents in Microsoft Word | <b>02</b>                   |
| 4. Format text in a word document                                | 1. Change style and size of text<br>2. Align text<br>3. Cut, Copy, Paste<br>4. Find and replace       | 1. Group activity on formatting text in LibreOffice Writer<br>2. Group activity on formatting text in Microsoft Word   | <b>02</b>                   |
| 5. Check spelling and grammar in a word document                 | 1. Use of spell checker<br>2. Autocorrect   | 1. Group activity on checking spellings and grammar using LibreOffice Writer<br>2. Group activity on checking spellings and grammar using Microsoft Word   | <b>02</b>                   |
| 6. Insert lists, tables, pictures, and shapes in a word document | 1. Insert bullet list<br>2. Number list<br>3. Tables<br>4. Pictures<br>5. Shapes                      | 1. Practical exercise of inserting lists and tables using LibreOffice Writer   | <b>03</b>                   |
| 7. Insert header, footer and page number in a word document      | 1. Insert header<br>2. Insert footer<br>3. Insert page number<br>4. Page count                        | 1. Practical exercise of inserting header, footer and page numbers in LibreOffice Writer<br>2. Practical exercise of inserting header, footer and page numbers in Microsoft Word   | <b>03</b>                   |

|   |  |  |           |
|---|--|--|-----------|
| 8. Make changes by using the track change option in a word document | 1. Tracking option<br>2. Manage option<br>3. Compare documents | 1. Group activity on performing track changes in LibreOffice Writer<br>2. Group activity on performing track changes in Microsoft Word | <b>04</b> |
| <b>Total</b>  |  |  | <b>20</b> |

| <b>Unit 4: Entrepreneurial Skills-III</b>                                     |   |   |                         |
|---|---|---|-------------------------|
| <b>Learning Outcome</b>   | <b>Theory (10Hrs)</b>   | <b>Practical (15Hrs)</b>                                | <b>Duration (25Hrs)</b> |
| 1. Differentiate between different kinds of businesses                        | 1. Introduction to entrepreneurship<br>2. Types of business activities  | 1. Role-play on different kinds of businesses around us | <b>03</b>               |
| 2. Describe the significance of entrepreneurial values                        | 1. Meaning of value<br>2. Values of an Entrepreneur<br>3. Case study on qualities of an entrepreneur                                    | 1. Role-play on qualities of an entrepreneur            | <b>03</b>               |
| 3. Demonstrate the attitudinal changes required to become an entrepreneur     | 1. Difference between the attitude of entrepreneur and employee   | 1. Interviewing employees and entrepreneurs             | <b>03</b>               |
| 4. Develop thinking skills like an entrepreneur                               | 1. Problems of entrepreneurs<br>2. Problem-solving<br>3. Ways to think like an entrepreneur   | 1. Group activity on identifying and solving problems   | <b>04</b>               |
| 5. Generate business ideas  | 1. The business cycle<br>2. Principles of idea creation<br>3. Generating a business idea<br>4. Case studies                             | 1. Group activity to create business ideas              | <b>04</b>               |
| 6. Describe customer needs and the importance of conducting a customer survey | 1. Understanding customer needs<br>2. Conducting a customer survey  | 1. Group activity to conduct a customer survey          | <b>04</b>               |
| 7. Create a business plan   | 1. Importance of business planning<br>2. Preparing a business plan<br>3. Principles to follow for growing a business<br>4. Case studies | 1. Group activity on developing a business plan         | <b>04</b>               |
| <b>Total</b>  |   |   | <b>25</b>               |

| <b>Unit 5: Green Skills–III</b>  |   |  |                         |
|--|---|--|-------------------------|
| <b>Learning Outcome</b>  | <b>Theory (07Hrs)</b>   | <b>Practical (08Hrs)</b>   | <b>Duration (15Hrs)</b> |
| 1. Describe the importance of the main sector of the green economy                                   | 1. Meaning of ecosystem, food chain and sustainable development<br>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<br>2. Preparing posters on various sectors for promoting green economy   | <b>06</b>               |
| 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<br>2. Writing an essay or a short note on the important initiatives for promoting green economy | <b>03</b>               |
| 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<br>2. Making solar bulbs  | <b>03</b>               |
| 4. Identify the role of government and private agencies in the green economy                         | 1. Role of the government in promoting a green economy<br>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<br>2. Preparing posters on green sectors                           | <b>03</b>               |
| <b>Total</b>   |   |  | <b>15</b>               |

## Part B: Vocational Skills

| <b>S.No.</b> | <b>Units</b>   | <b>Duration (hrs)</b> |
|--------------|--|-----------------------|
| 1.           | Unit 1: Introduction Telehealth Services                           | 40                    |
| 2.           | Unit 2: Promote the Telehealth Services as per Needs and Protocols | 40                    |
| 3.           | Unit 3: Prepare and Manage The Set-Up For Tele Consultation        | 45                    |
| 4.           | Unit 4: Facilitate Services for Telehealth Equipment               | 35                    |
| <b>Total</b> |  | <b>160</b>            |

| <b>Unit 1: Introduction Telehealth Services</b>  |   |   |                              |
|--|---|---|------------------------------|
| <b>Learning Outcome</b>  | <b>Theory<br/>(20 Hrs)</b>  | <b>Practical<br/>(25Hrs)</b>  | <b>Duration<br/>(45 Hrs)</b> |
| 1.Explain anatomy and physiology of human body system  | <b>Structure and function of human body:</b><br>1.Body cells, tissues, membranes and glands<br>2. Muscular skeletal system<br>3. Digestive system<br>4. Respiratory system<br>5. Cardio vascular system<br>6. The excretory system<br>7. The endocrine system,<br>8. The Integumentary system<br>9. The reproductive system | 1. Identify different parts of the body using charts and models.<br>2. Explain the structure and functioning of human body systems using charts and models.<br>3. Design various working models depicting functioning of human body systems.<br>4. Create a chart on the joints of the human body | <b>15</b>                    |
| 2. Discuss about the healthcare delivery system in India   | 1. Introduction to healthcare delivery systems at primary, secondary, tertiary and quaternary level.  | 1. Prepare a report the basic structure and function of healthcare delivery system in India.  | <b>05</b>                    |
| 3. Distinguish between private, public and non-profit healthcare delivery systems.   | 2. Health care services – Private, public and non profit health care delivery system.   | 2. Create a flow chart roles and responsibilities of Telehealth team.   | <b>05</b>                    |
| 4. Differentiate between various healthcare services- primary, specialty, hospice, emergency, etc                          | 3. Co-ordinate with the concerned personnel for implementation of the Telehealth services   | 3. Visit to Healthcare facilities for field assignment  | <b>05</b>                    |
| 5. Explain the role and responsibilities of the Telehealth team at different sites and how to operate electronic equipment | <b>1. Telehealth services:</b><br>• Register patients for Telehealth services<br>• Hospital information system –Uses of technology for collect patient information  | 1. Create a flow chart the roles and responsibilities of Telehealth team at different sites.<br>2. Demonstrate steps of patient's registration.   | <b>10</b>                    |
| 6. Discuss the challenges of various types of Telehealth services and clinical applications used in the services.          | 1.Handle appointments<br>2.Tele health setup using a variety of electronic and communication technologies   | 1. Demonstrate uses of digital equipments and technology to care of patient during appointment scheduling   | <b>05</b>                    |
| <b>Total</b>   |   |   | <b>45</b>                    |

|   |
|---|
| <b>Unit 2: Promote the Telehealth Services as per Needs and Protocols</b> |
|---|

| <b>Learning Outcome</b>  | <b>Theory<br/>(18 Hrs)</b>  | <b>Practical<br/>(22 Hrs)</b>  | <b>Duration<br/>(40 Hrs)</b> |
|--|---|--|------------------------------|
| 1. Explain the various types of Telehealth technologies.   | <b>Utilizing Telehealth Technology:</b><br>1. Telemedicine facilities and equipment for conducting educational sessions   | 1. Demonstrate use of Telehealth technology videoconferencing, and remote monitoring systems.  | <b>05</b>                    |
| 2. Discuss about the Pre-requisites for conducting the promotional/outreach activities.  | 1. Organize promotion and outreach activities for the Telehealth services <ul style="list-style-type: none"> <li>• Health screening Camps,</li> <li>• Health surveys,</li> <li>• Awareness campaigns,</li> <li>• Online educational sessions, Case conferences and training</li> <li>• Continuing educational sessions on logistics, personnel and support</li> </ul> | 1. Demonstrate management skills while organizing promotional and outreach activities.<br><br>2. Prepare equipments list for health survey<br><br>3. Demonstrate in class room Online educational sessions | <b>15</b>                    |
| 3. Explain to the patients about benefits and usage of primary home Telehealth technologies  | 1. Facilitate the Telehealth services via home visits, mobile set-ups by using vans, ambulances and other sources and case discussions.   | 1. Role play the usage of the Telehealth services during home visits, mobile set-ups and case discussions.<br>2. Prepare a list of articles during home visit  | <b>10</b>                    |
| 4. Identify the patients who are unable to visit the Telehealth facility like geriatric/ disable/ psychiatric/ paralytic patients, etc | 1. Telehealth facility for geriatric, disable, psychiatric, paralytic patients  | 1. Demonstrate skills of scanning and uploading the supporting evidences like films, videos, photos, documents, forms and other medical records, etc.<br>2. Group activity care of disable client          | <b>10</b>                    |
| <b>Total</b>   |   |  | <b>40</b>                    |

| <b>Unit 3: Prepare and Manage the Set-Up for Tele Consultation</b> |               |                  |                 |
|--|---------------|------------------|-----------------|
| <b>Learning Outcome</b>  | <b>Theory</b> | <b>Practical</b> | <b>Duration</b> |

|   | ( 15 Hrs)  | ( 20 Hrs)   | (35 Hrs)  |
|---|--|---|-----------|
| 1. Discuss about the pre-requisites, design and set up of a Teleconsultation rooms and equipment                      | <b>Premises set-up for Teleconsultation</b><br>1. Arrange Consultation rooms and Telehealth equipment<br>2. Home Telehealth services | 1. Demonstrate the technical skills of setting-up point-to-point and multipoint live interactive videoconferencing using ISDN, IP and mixed ISDN and IP links.<br>2. Prepare consultation room and equipments | <b>08</b> |
| 2. Describe common issues that may arise in the Telehealth set-up and the troubleshooting techniques to resolve them. | 1. Manage consultation site during Teleconsultation<br>2. Problem Solving Techniques Telehealth set-up                               | 1. Demonstrate the usage of troubleshooting techniques in different situations.<br>2. Demonstrate solve minor technical difficulties  | <b>08</b> |
| 3. Discuss the advantages of telemedicine through interactive videoconferencing.                                      | 1. Advantages of telemedicine through videoconferencing.   | 1. Create Charts on advantages of telemedicine  | <b>03</b> |
| 4. Describe the importance of availability of back-up coverage for phones, and network.                               | 1. Network coverage and internet facilities  | 1. Demonstrate basic steps involved in managing consultation site before, during and after Teleconsultation.  | <b>08</b> |
| 5. Discuss the care of electrical equipment   | 1. Care and maintenance of tele health equipment and electrical appliances   | 1. Visit Telehealth care center<br>2. Demonstrate care of equipments  | <b>08</b> |
| <b>Total</b>  |  |   | <b>35</b> |

| <b>Unit 4: Facilitate Services for Telehealth Equipment</b>                                    |   |  |                          |
|--|---|--|--------------------------|
| <b>Learning Outcome</b>  | <b>Theory (18 Hrs)</b>  | <b>Practical (22 Hrs)</b>  | <b>Duration (40 Hrs)</b> |
| 1. Identify Telehealth equipment and applications required to be set-up in Telehealth facility | 1. Function and operation of equipment used in Telehealth services<br>2. Telehealth equipment and telemedicine applications | 1. Prepare a list of supporting tools, resources and Telehealth equipments<br>2. Group discussion on tele equipment and applications | <b>10</b>                |



|   |  |   |           |
|---|--|---|-----------|
| 2. Identify the supporting tools, resources and regulatory requirements for selected equipment and technology | 1. Supporting tools, resources and regulatory requirement            | 1. Group discussion on supporting tools   | <b>10</b> |
| 3. Discuss about the operate tele health equipment safely and correctly.                                      | 1. Operate the tele health equipment safely and correctly            | 1. Demonstrate Operate the tele health equipment safely and correctly   | <b>10</b> |
| 4. Explain laws, regulation and codes for technology and technical safety                                     | 1. Laws, regulations, and codes for technology and technical safety. | 1. Create a chart on laws, regulations - Food and Drug Administration (FDA), Bureau of Indian Standards (BIS), Occupational Safety and Health Administration (OSHA) | <b>10</b> |
| <b>Total</b>  |  |   | <b>40</b> |

## 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        |  |   |                  |
|--|--|---|------------------|
| Learning Outcome                       | Theory (10Hrs)   | Practical (15Hrs)   | Duration (25Hrs) |
| 1. Demonstrate active listening skills | 1. Active listening -listening skill, stages of active listening<br>2. Overcoming barriers to active listening   | 1. Group discussion on factors affecting active listening<br>2. Preparing posters of steps for active listening<br>3. Role-play on negative effects of not listening actively   | <b>10</b>        |
| 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<br>2. Group practice on constructing sentences   | <b>10</b>        |
| 3. Write sentences                     | 1. Writing skills to the following: <ul style="list-style-type: none"> <li>• Simple sentence</li> <li>• Complex sentence</li> <li>• Types of object</li> </ul> 2. Types of sentences <ul style="list-style-type: none"> <li>• Active and Passive sentences</li> <li>• Statement</li> <li>• Declarative sentence</li> <li>• Question/Interrogative sentence</li> <li>• Emotion/Reaction or Exclamatory sentence</li> <li>• Order or Imperative sentence</li> </ul> 3. Paragraph writing | 1. Group work on writing sentences and paragraphs<br>2. Group work on practicing writing sentences in active or passive voice<br>3. Group work on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative) | <b>05</b>        |
| <b>Total</b>                           |  |   | <b>25</b>        |

#### Unit 2: Self-Management Skills – IV

| <b>Learning Outcome</b>  | <b>Theory (10Hrs)</b>  | <b>Practical (15Hrs)</b>   | <b>Duration (25Hrs)</b> |
|--|--|--|-------------------------|
| 1. Describe the various factors influencing motivation and positive attitude                       | <ol style="list-style-type: none"> <li>1. Motivation and positive attitude</li> <li>2. Intrinsic and extrinsic motivation</li> <li>3. Positive attitude – ways to maintain positive attitude</li> <li>4. Stress and stress management - ways to manage stress</li> </ol>   | <ol style="list-style-type: none"> <li>1. Role-play on avoiding stressful situations</li> <li>2. Activity on listing negative situations and ways to turn it positive</li> </ol> | <b>10</b>               |
| 2. Describe how to become result oriented  | <ol style="list-style-type: none"> <li>1. How to become result oriented?</li> <li>2. Goal setting – examples of result-oriented goals</li> </ol>   | Group activity on listing aim in life  | <b>05</b>               |
| 3. Describe the importance of self-awareness and the basic personality traits, types and disorders | <ol style="list-style-type: none"> <li>1. Steps towards self-awareness</li> <li>2. Personality and basic personality traits</li> <li>3. Common personality disorders- <ul style="list-style-type: none"> <li>• Suspicious</li> <li>• Emotional and impulsive</li> <li>• Anxious</li> </ul> </li> <li>4. Steps to overcome personality disorders</li> </ol> | Group discussion on self-awareness   | <b>10</b>               |
| <b>Total</b>   |  |  | <b>25</b>               |

| <b>Unit 3: Information and Communication Technology Skills-IV</b>             |  |   |                              |
|---|--|---|------------------------------|
| <b>Learning Outcome</b>   | <b>Theory<br/>(06 Hrs)</b>   | <b>Practical<br/>(14 Hrs)</b>   | <b>Duration<br/>(20 Hrs)</b> |
| 1. Identify the components of a spreadsheet application                       | Getting started with spreadsheet - types of a spreadsheet, steps to start LibreOffice Calc., components of a worksheet   | Group activity on identifying components of spreadsheet in LibreOfficeCalc  | <b>02</b>                    |
| 2. Perform basic operations in a spreadsheet                                  | <ol style="list-style-type: none"> <li>1. Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell</li> <li>2. Selecting multiple cells</li> <li>3. Saving the spreadsheet in various formats</li> <li>4. Closing the spreadsheet</li> <li>5. Opening the spreadsheet</li> <li>6. Printing the spreadsheet</li> </ol>                      | Group activity on working with data on LibreOfficeCalc  | <b>03</b>                    |
| 3. Demonstrate the knowledge of working with data and formatting text         | <ol style="list-style-type: none"> <li>1. 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>2. Need to format cell and content</li> <li>3. Changing text style and font size</li> <li>4. Align text in a cell</li> <li>5. Highlight text</li> </ol> | <ol style="list-style-type: none"> <li>1. Group activity on formatting a spreadsheet in LibreOfficeCalc</li> <li>2. Group activity on performing basic calculations in LibreOfficeCalc</li> </ol> | <b>02</b>                    |
| 4. Demonstrate the knowledge of using advanced features in spreadsheet        | <ol style="list-style-type: none"> <li>1. Sorting data</li> <li>2. Filtering data</li> <li>3. Protecting spreadsheet with password</li> </ol>  | Group activity on sorting data in LibreOfficeCalc   | <b>03</b>                    |
| 5. Make use of the software used for making slide presentations               | <ol style="list-style-type: none"> <li>1. Presentation software available</li> <li>2. Steps to start LibreOffice Impress</li> <li>3. Adding text to a presentation</li> </ol>  | Group practice on working with LibreOffice Impress tools  | <b>02</b>                    |
| 6. Demonstrate the knowledge to open, close and save slide presentations      | <ol style="list-style-type: none"> <li>1. Open, Close, Save and Print a slide presentation</li> </ol>  | Group activity on saving, closing and opening a presentation in LibreOffice Impress   | <b>01</b>                    |
| 7. Demonstrate the operations related to slides and texts in the presentation | <ol style="list-style-type: none"> <li>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</li> </ol>  | Group practice on working with font styles in LibreOffice Impress   | <b>04</b>                    |

|   |   |  |           |
|---|---|--|-----------|
| 8. Demonstrate the use of advanced features in a presentation | <ol 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> </ol> | Group activity on changing slide layout on LibreOffice Impress | <b>03</b> |
| <b>Total</b>  |   |  | <b>20</b> |

| <b>Unit 4: Entrepreneurial Skills-IV</b>   |  |   |                          |
|--|--|---|--------------------------|
| <b>Learning Outcome</b>  | <b>Theory (10 Hrs)</b>   | <b>Practical (15 Hrs)</b>   | <b>Duration (25 Hrs)</b> |
| 1. Describe the concept of entrepreneurship and the types and roles, and functions of entrepreneur | <ol 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> </ol> | <ol 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> </ol>   | <b>10</b>                |
| 2. Identify the barriers to entrepreneurship   | <ol style="list-style-type: none"> <li>Barriers to entrepreneurship</li> <li>Environmental barriers</li> <li>No or faulty business plan</li> <li>Personal barriers</li> </ol>  | <ol 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> </ol>  | <b>05</b>                |
| 3. Identify the attitude that make an entrepreneur successful                                      | <ol style="list-style-type: none"> <li>Entrepreneurial attitude</li> </ol>   | <ol style="list-style-type: none"> <li>Group activity on identifying entrepreneurial attitude</li> </ol>  | <b>05</b>                |
| 4. Demonstrate the knowledge of entrepreneurial attitude and competencies                          | <ol style="list-style-type: none"> <li>Entrepreneurial competencies</li> <li>Decisiveness</li> <li>Initiative</li> <li>Interpersonal skills-positive attitude, stress management</li> <li>Perseverance</li> <li>Organisational skills- time management, goal setting, efficiency, managing quality.</li> </ol>   | <ol 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 like Yoga, deep breathing exercises, etc.</li> <li>Group activity on time management</li> </ol> | <b>05</b>                |
| <b>Total</b>   |  |   | <b>25</b>                |

| <b>Unit 5: Green Skills-IV</b>             |  |  |                              |
|--|--|--|------------------------------|
| <b>Learning Outcome</b>                    | <b>Theory<br/>(05 Hrs)</b>   | <b>Practical<br/>(10 Hrs)</b>  | <b>Duration<br/>(15 Hrs)</b> |
| 1. Identify the benefits of the green jobs | 1. Green jobs<br>2. Benefits of green jobs<br>3. Green jobs in different sectors: <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Transportation</li> <li>• Water conservation</li> <li>• Solar and wind energy</li> <li>• Eco-tourism</li> <li>• Building and construction</li> <li>• Solid waste management</li> <li>• Appropriate technology</li> </ul> | Group discussion on the importance of green job                            | <b>08</b>                    |
| 2. State the importance of green jobs      | 1. Importance of green jobs in <ul style="list-style-type: none"> <li>• Limiting greenhouse gas emissions</li> <li>• Minimizing waste and pollution</li> <li>• Protecting and restoring ecosystems</li> <li>• Adapting to the effects of climate change</li> </ul>   | 1. Preparing posters on green jobs<br>2. Group activity on tree plantation | <b>07</b>                    |
| <b>Total</b>                               |  |  | <b>15</b>                    |

## Part B: Vocational Skills

| S. No. | Units   | Duration (Hrs) |
|--------|---|----------------|
| 1.     | Unit 1: Assistance to Healthcare Services Provider              | 40             |
| 2.     | Unit 2: Tele Health Facility                                    | 35             |
| 3.     | Unit 3: Maintain a Safe, Healthy and Secure Working Environment | 40             |
| 4.     | Unit 4: Infection Control and Bio-medical Waste Management      | 45             |
|        | <b>Total</b>  | <b>160</b>     |

| Unit 1: Provide Assistance to Healthcare Services Provider   |   |   |                   |
|--|---|---|-------------------|
| Learning Outcome   | Theory (18Hrs)  | Practical (22Hrs)   | Duration (40 Hrs) |
| 1. Discuss the importance of local pharmacies/diagnostic centres for ensuring medicine availability.               | <b>Pharmacy and emergency related services</b><br>Introduction of Pharmacy and emergencies medicine | Demonstrate effective communication while connecting patients to local pharmacies till the patient get the prescribed medicine. | <b>12</b>         |
| 2. Explain components of prescription dose.  | Define components of prescription dose.   | Group discussion on sample prescription dose.   | <b>04</b>         |
| 3. Describe the emergency services which be provided at Telehealth set-up.   | List the emergency services which could be provided at Telehealth set-up.                           | Group activity the use of remote patient monitoring programs during different emergency situations.                             | <b>12</b>         |
| 4. Describe the importance of local emergency resources for handling medical and non-medical emergency situations. | Local emergency resources for handling medical and non-medical emergency                            | 1. Prepare a list of health emergency resources<br>2. Group activity handling medical and non medical emergency                 | <b>12</b>         |
| <b>Total</b>   |   |   | <b>40</b>         |

| Unit 2: Manage Telehealth Facility  |   |   |                   |
|---|---|---|-------------------|
| Learning Outcome  | Theory (15Hrs)  | Practical (20Hrs)   | Duration (35 Hrs) |
| 1. Describe health records and List the parameters of collecting information about a client.                                  | <b>Telehealth Record</b><br>Introduction health Record<br>And Types | Prepare the sample format of forms for patient visiting the Telehealth facility.            | <b>03</b>         |
| 2. Explain the need of collecting client's past and present medical history.  | Collect client history - past and present history                   | Prepare a list of diagnostic services and medicals  | <b>04</b>         |
| 3. Discuss the clinical history of the client such as films, videos, photos, documents, forms and other medical records, etc. | Sources and methods of client data collection                       | Group activity Fill the sample format relevant information collected from different sources | <b>04</b>         |

|  |   |  |           |
|--|---|--|-----------|
| 4. Discuss the importance of obtaining verbal and written consent.   | Verbal, written and electronically record                           | Demonstrate Fill the sample consent forms of the clients.                  | <b>05</b> |
| 5. Identify uses of various types records in health sector   | List of health record forms and registers, client's records         | Prepare a chart on medical records   | <b>04</b> |
| 6. Explain about the guidelines for equipment or logistics which are outdated or in non-working condition. | Inventory management- incoming calls, documentation, and equipment. | Demonstrate technical skills of creating, updating records.                | <b>05</b> |
| 7. Describe the uses of the Hospital Information System (HIS).   | Importance of hospital information system (HIS)                     | Demonstrate the process of recording sample patient information in the HIS | <b>06</b> |
| 8. Discuss the importance of needing health records for future treatment of clients                        | Importance of health record in Telehealth care services             | Group Discussion on importance of health record                            | <b>04</b> |
| <b>Total</b>   |   |  | <b>35</b> |



| <b>Unit 3: Maintain a Safe, Healthy and Secure Working Environment</b>  |   |   |                         |
|---|---|---|-------------------------|
| <b>Learning Outcome</b>   | <b>Theory (20Hrs)</b>   | <b>Practical (25Hrs)</b>  | <b>Duration (45Hrs)</b> |
| 1. Explain the basics of first aid principles and purpose of First Aid  | <b>Safety, emergency medical response and first aid</b><br><b>Safety and First Aid</b><br>•Purpose of First Aid<br>•Principles of First Aid   | 1. Prepare a basic First Aid Kit as per requirements<br>2. Prepare a list of all emergency medicine and equipment   | <b>08</b>               |
| 2. Knowledge to perform basic life support (BLS) as and when required.  | <b>Basic life support</b><br>•Procedure required in emergency First Aid such as CPR.<br>• Methods of Heimlich maneuver  | 1. Demonstrate Cardio-Pulmonary Resuscitation (CPR) on manikin.<br>2. Group activity on Preventive choking methods child and adult  | <b>08</b>               |
| 3. Explain the use of protective devices such as restraints and safety devices.   | <b>Health, safety and security at workplace</b><br>•Uses of restraints and safety devices in Telehealth services (PPE Kit) at work place<br>•List of restraints and safety devices<br>•Precautions to be taken for personal safety. | 1. Create a chart depicting different types of protective devices such as restraints and safety devices.<br>2. Demonstrate wearing, removing and discarding of PPE.<br>3. Prepare a chart on personal safety  | <b>08</b>               |
| 4. Discuss the hospital emergency codes during emergency and disaster management techniques to deal with institutional emergencies. | 1. Hospital emergency code<br>2. List the hospital emergency codes<br>3. Triage system<br>4. Disaster management techniques to deal with institutional emergencies.   | 1. Demonstrate usage of hospital emergency codes and basic first aid in a institutional<br>2. Group activity of triage in emergency<br>3. Demonstrate disaster management techniques to deal with emergencies | <b>08</b>               |
| 5. Knowledge of dealing with common ailments and injury condition   | <b>1.General Medical Health Emergencies</b> fever, heat stroke, back pain, asthma and food borne illness, cuts, injury, bleeding, insect bites and stings, dog bites and snake bites  | 1. List the common emergencies<br>2. Dealing with comon minor ailments and injuries situations<br>3. Administer first aid for insects, dog bites  | <b>08</b>               |
| 6. Discuss about the escalation matrix for referral and management of common emergencies.   | <b>1.Referral system</b><br>• Referral management in common health emergencies  | 1. Create a flow chart depicting common emergency situations and its referral mechanism.  | <b>05</b>               |
| <b>Total</b>  |   |   | <b>45</b>               |

| <b>Unit 4: Infection Control and Bio-medical Waste Management</b>   |  |   |                         |
|---|--|---|-------------------------|
| <b>Learning Outcome</b>   | <b>Theory (18Hrs)</b>  | <b>Practical (22Hrs)</b>  | <b>Duration (40Hrs)</b> |
| 1. Explain the importance and mechanism of proper and safe disposal, transportation and treatment of bio-medical waste. | <b>1.Bio – Medical waste Management</b> <ul style="list-style-type: none"> <li>•Meaning of Bio-medical waste</li> <li>•Classification and categorize the Waste</li> <li>•Generated, Segregation of Biomedical Waste,</li> <li>•Disposal of biomedical waste.</li> <li>•Collection and transportation of BMW Waste</li> <li>•Guidelines of biomedical waste disposal</li> </ul> | <ol style="list-style-type: none"> <li>1. Create a chart depicting different types of biomedical waste and various types of colour coded bins/containers used for disposal of biomedical waste.</li> <li>2. Visit to biomedical waste treatment plant for field assignment</li> <li>3. Prepare a chart Segregate the biomedical waste applying the local guidelines.</li> </ol> | <b>12</b>               |
| 2. Explain the concept of healthy living.   | Introduction of health <ul style="list-style-type: none"> <li>• Concepts of healthy living</li> </ul>  | Demonstrate techniques of personal-hygiene  | <b>06</b>               |
| 3. Explain various vaccinations against infectious diseases and immunization programmes.                                | <ol style="list-style-type: none"> <li>1. Immunization</li> <li>2. National Immunization programme</li> <li>3. List the Various vaccines against infectious disease</li> </ol>   | <ol style="list-style-type: none"> <li>1. Create chart on national immunization schedule</li> <li>2. Prepare a list of various vaccinations against infectious disease</li> </ol>   | <b>08</b>               |
| 4. Describe the hand-hygiene guidelines and procedures used in healthcare-settings.                                     | <b>Hand-hygiene</b> <ul style="list-style-type: none"> <li>• Steps of hand washing Medical and non medical</li> <li>• Advantages of hand washing</li> </ul>  | <ol style="list-style-type: none"> <li>1. Demonstrate the techniques of Hand washing medical and non medical</li> <li>2. Prepare a chart on steps of hand washing</li> </ol>  | <b>04</b>               |
| 5. Discuss the importance of infection control and prevention.  | <b>Infection control policies and Procedure</b> <ul style="list-style-type: none"> <li>•Importance of infection control and prevention</li> <li>•Sources of transmission of infection</li> <li>•Methods of preventing transmission of pathogenic organisms.</li> <li>•The importance of incident reporting</li> </ul>  | <ol style="list-style-type: none"> <li>1. Demonstrate the steps of control infection.</li> <li>2. Create a chart on sources of infection</li> <li>3. Demonstrate preventing methods of infection</li> <li>4. Write the benefits of incident reporting</li> </ol>  | <b>12</b>               |
| <b>Total</b>  |  |   | <b>40</b>               |

## **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 Telehealth Center and observe various activities of the Yoga therapy assistant on daily schedule basis. Also observe the following activities at yoga center:

1. Front office activities
2. Reception and registration activities
3. Disinfecting Telehealth services area and equipments
4. Laundry services
5. Various activities related to client care
6. Demonstration of First Aid
7. Personal hygiene
8. To observe the various safety measures
9. To take first aid knowledge of waste Management
10. Observe the demonstration of clients record keeping
11. Demonstrate various Telehealth services activities

## 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  | 3D models of Human Body organ                  | 22 | Hand hygiene measures               |
| 2  | Flip Chart on human skeleton systems           | 23 | First aid box                       |
| 3  | Chart and Posters on body systems              | 24 | Crash cart trolley                  |
| 4  | White-Board Marker, Smart Board, chalk, Duster | 25 | CPR Manikin                         |
| 5  | Video conferencing tools, Telehealth software  | 26 | Ambu Bag                            |
| 6  | Videoconferencing units                        | 27 | Torch                               |
| 7  | Peripheral cameras, Projectors                 | 28 | Physical restraints                 |
| 8  | Video-scopes or web cams and microphones       | 29 | Fire extinguisher                   |
| 9  | M-health equipments smart phone, tablet phone  | 30 | Sample formats hospital documents   |
| 10 | Computer, LED TV                               | 31 | Diagnostic software, test equipment |
| 11 | Electronic diagnostic devices                  | 32 | Diagnostic software, test equipment |
| 12 | Stethoscope                                    | 33 | Biomedical dustbin                  |
| 13 | Pulse Oximeter (Finger)                        | 34 | Samples bills and records           |
| 14 | Glucometer                                     | 35 | Tool kit like hand tools            |
| 15 | Haemoglobin meter                              | 36 | Personal protective equipment       |
| 16 | Thermometer                                    | 37 | Watt meter, pressure meter          |
| 17 | Sphygmomanometer                               | 38 | Electrical safety analyzer          |
| 18 | ECG machine                                    | 39 | Centrifuge                          |

|    |                        |    |                 |
|----|------------------------|----|-----------------|
| 19 | Derma scope Auto scope | 40 | Sharp container |
| 20 | Weight machine         | 41 | Diagnostic kit  |
| 21 | Ice pack               |    |                 |

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

**Q**ualification 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.    | <b>Teacher</b><br>Medical Graduates<br>With 3 years Experience<br>Working in Telehealth<br>set – up | <ul style="list-style-type: none"> <li>Effective communicationskills (oral andwritten)</li> <li>Basic computingskills.</li> <li>Technical competencies (e.g., Should be able to performand train the Telehealth services relatedskills)</li> </ul> | 18-37 years (as on Jan. 01 ( <u>year</u> ))<br>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 Rashtriya Madhyamik Shiksha Abhiyan (RMSA). 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:

- 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 student's/student support services.

## 9. LIST OF CONTRIBUTORS

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