

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

COURSE: Health Care

Job Role : Home Health Aide Trainee

(QUALIFICATION PACK: Ref. Id. HSS/Q5106)

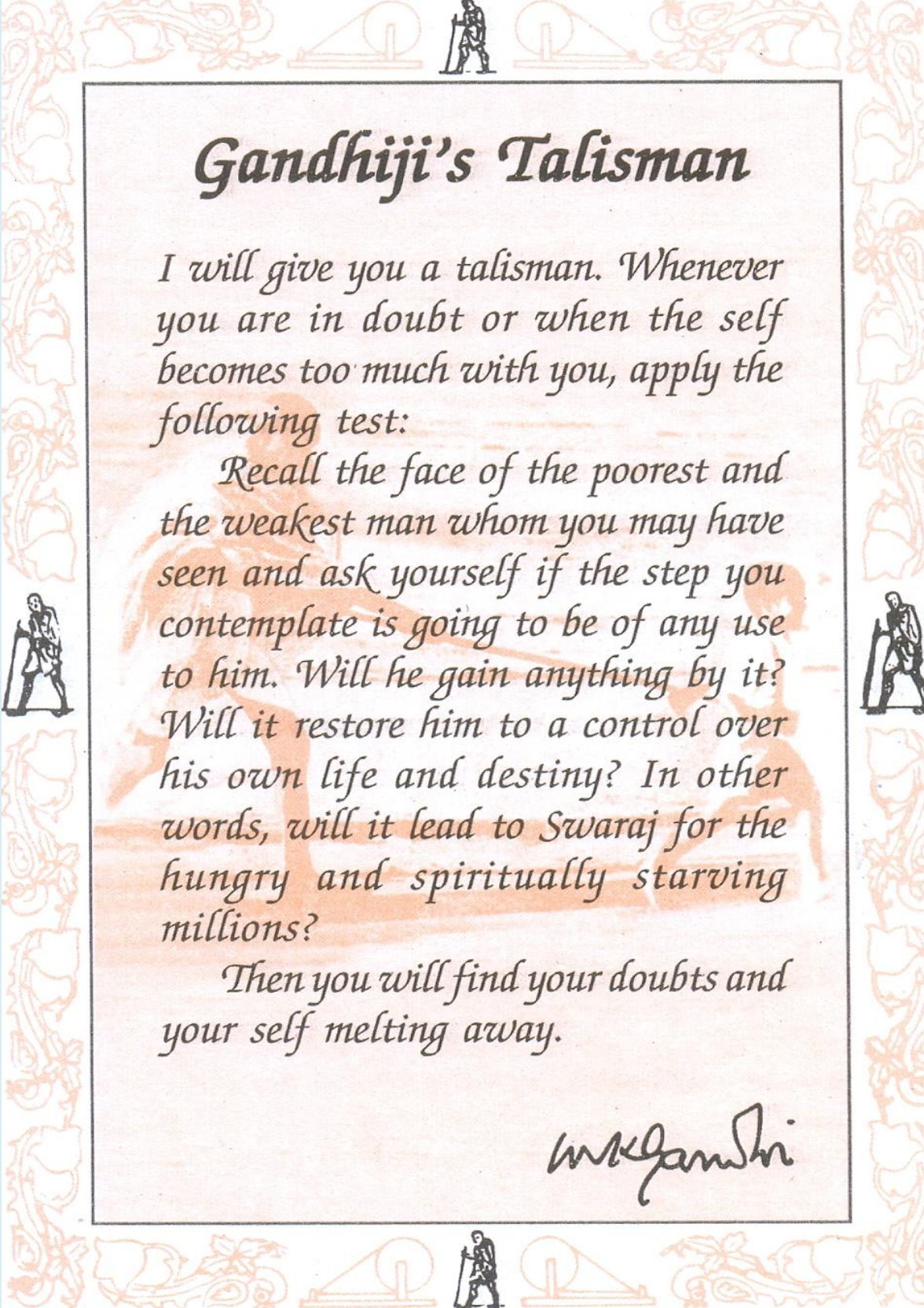
Classes 9 and 10



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 – Home Health Aide Trainee

January, 2022

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Published by:

Joint Director

PSS Central Institute of Vocational Education, NCERT,
Shyamla Hills, Bhopal



PATRON

Prof. Dinesh Prasad Saklani, Ph.D.
Director, National Council of Educational
Research and Training (NCERT),
New Delhi

Prof. Deepak Paliwal, Ph.D
Joint Director
PSS Central Institute of Vocational Education,
Bhopal

COURSE COORDINATOR

Head
Department of Health & Paramedical Sciences,
PSSCIVE, Bhopal

FOREWORD

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

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

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

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

Dinesh Prasad Saklani
Director
National Council of Education Research and Training

PREFACE

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

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

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

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

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

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

DEEPAK PALIWAL
Joint Director
PSS Central Institute of Vocational Education

ACKNOWLEDGEMENTS

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

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

We are grateful to the course coordinator A. Nayak, Professor and Head, Department of Health and Paramedical Sciences and experts for their untiring efforts and contributions in the development of this learning outcome based curriculum. Their names are acknowledged in the list of contributors. This document have been reviewed by Dr. Megha Aggarwal, Senior Manager Health Care Sector Skill Council NSDC New Delhi India also duly acknowledged.

The contributions made by Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), and Deepak Shudhalwar, Professor, Department of Engineering & Technology, PSSCIVE in the development of the curriculum for employability skills are duly acknowledged.

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

PSSCIVE Team

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1. COURSE OVERVIEW

COURSE TITLE: Health Care

A Home Health Aide, 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 Home Health Aide is one such area where the shortage of this kind of manpower is felt.

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

- Communicate effectively with the patient;
- Identify the principal components of a computer system
- Identify and control hazards in the workplace that pose a danger or threat to their safety or health, or that of others.
- Demonstrate techniques to maintain personal hygiene need of patient
- Demonstrate professional behaviour towards elderly care and child care
- Demonstrate knowledge of immunisation schedule;

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 Health care, such as Home Health Aide in Class 9th and Class 10th.

COURSE DURATION: 400 hrs

Class 9 : 200 hrs

Class 10 : 200 hrs

Total : 400 hrs

2. SCHEME OF UNITS

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 9 and 10 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 9 is as follows:

CLASS 9			
Units		No. of Hours for Theory and Practical =200	Max. Marks for Theory and Practical = 100
Part A	Employability Skills		
	Unit 1: Communication Skills – I	20	10
	Unit 2: Self-management Skills – I	10	
	Unit 3: Information and Communication Technology Skills – I	20	
	Unit 4: Entrepreneurship Development – I	15	
	Unit 5: Green Skills – I	10	
	Total	75	
Part B	Vocational Skills		
	Unit 1: Human Body Structure and Functions	15	30
	Unit 2: Health Care Delivery System	10	
	Unit 3: Role of Home Health Aid	25	
	Unit 4: Personal Hygiene and First -Aid	25	
	Unit 5: Primary Health Care and Emergency Medical Response	20	
	Total	95	
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voice	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	15	10
	Viva Voice	05	15
	Total	20	25
Part E	Total	200	100

The unit-wise distribution of hours and marks for Class 10 is as follows:

CLASS 10			
Units		No. of Hours for Theory and Practical =200	Max. Marks for Theory and Practical = 100
Part A	Employability Skills		
	Unit 1: Communication Skills – II	20	10
	Unit 2: Self-management Skills – II	10	
	Unit 3: Information and Communication Technology Skills – II	20	
	Unit 4: Entrepreneurship Development – II	10	
	Unit 5: Green Skills – II	15	
	Total	75	
Part B	Vocational Skills		
	Unit 1: Immunization	20	30
	Unit 2: Drug Administration and Physiotherapy	20	
	Unit 3: Geriatric and Child Care	20	
	Unit 4: Prevention and Control Infection in Home Setting	20	
	Unit 5: Bio - Medical Waste Management	15	
	Total	95	
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voice	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	15	20
	Viva Voice	05	05
	Total	20	25
Part E	Total	200	100

3. TEACHING/TRAINING ACTIVITIES

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

CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained vocational teachers. Vocational teachers should make effective use of a variety of instructional aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to the students.

PRACTICAL WORK IN LABORATORY/WORKSHOP

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

FIELD VISITS/ EDUCATIONAL TOUR

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

4. ASSESSMENT AND CERTIFICATION

Upon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

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

KNOWLEDGE ASSESSMENT (THEORY)

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

WRITTEN TEST

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

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

Duration: 3 hrs

Max. Mark: 30

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

SKILL ASSESSMENT (PRACTICAL)

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

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce.

For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

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

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

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

5. UNIT CONTENTS

CLASS 9

Part A - Employability Skills

S. No.	Units	Duration (hrs)
1.	Communication Skills – I	20
2.	Self-management Skills – I	10
3.	Information and Communication Technology Skills-I	20
4.	Entrepreneurship Skills – I	15
5.	Green Skills – I	10
Total		75

UNIT 1: COMMUNICATION SKILLS – I			
Learning Outcomes	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
1. Demonstrate the knowledge of importance, elements and perspectives in communication	<ol style="list-style-type: none"> 1. Introduction to communication process 2. Importance of communication 3. Elements of communication 4. Perspectives in communication 5. Effective communication 	<ol style="list-style-type: none"> 1. Role play on the communication process 2. Group discussion on the importance of communication and factors affecting perspectives in communication 3. Charts preparation on elements of communication 4. Asking students to write statements exemplify the use of the 7Cs (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) for effective communication 	02
2. Demonstrate the knowledge of verbal communication	<ol style="list-style-type: none"> 1. Verbal communication 2. Types of verbal communication 3. Advantages and disadvantages of verbal communication 4. Public speaking 	<ol style="list-style-type: none"> 1. Role play of a phone conversation 2. Chart preparation on types of verbal communication 3. Group discussion on advantages and disadvantages of verbal communication 4. Delivering a speech and practicing public speaking by using 3P's 	02
3. Demonstrate the knowledge of non-verbal communication	<ol style="list-style-type: none"> 1. Non-verbal communication 2. Importance of non-verbal communication 3. Types of non-verbal communication 4. Visual communication 	<ol style="list-style-type: none"> 1. Role play on non-verbal communication 2. Group discussion and demonstration of Do's and Don'ts to avoid body language mistakes 3. Group discussion on three methods of communication 	02
4. Demonstrate the knowledge of basic writing skills	<ol style="list-style-type: none"> 1. Writing skills: Parts of speech 2. Using capitals 3. Punctuation 4. Basic parts of speech 	<ol style="list-style-type: none"> 1. Reading paragraphs and sentences and identifying parts of speech 2. Constructing and writing sentences by using parts of speech 3. Identifying nouns by guessing the name, place, animal, and thing 	02

5. Describe the parts and types of sentences	<ol style="list-style-type: none"> 1. Writing skills: Sentences 2. Parts of a sentence 3. Types of objects 4. Types of sentences – Active and Passive 5. Types of sentences, according to their purpose 6. Paragraphs 	<ol style="list-style-type: none"> 1. Framing and writing sentences using direct and indirect objects 2. Writing a paragraph using active and passive voice 3. Writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative) 	02
6. Demonstrate the knowledge of pronunciation basics	<ol style="list-style-type: none"> 1. Pronunciation Basics 2. Speaking correctly 3. Phonetics 4. Types of sounds 	<ol style="list-style-type: none"> 1. Pronouncing words and identifying vowels, diphthongs and consonants 2. Practicing the pronunciation of words 	02
7. Demonstrate how to greet and introduce self	<ol style="list-style-type: none"> 1. Greetings and Introductions 2. Greetings 3. Types of greetings 4. Introducing yourself and others 	<ol style="list-style-type: none"> 1. Role-play on Formal and informal greetings 2. Role-play on introducing someone 3. Practice and discussion on how to greet different people. 	02
8. Answer questions that others ask about you	<ol style="list-style-type: none"> 1. Talking about self 2. Filling a form 	<ol style="list-style-type: none"> 1. Practicing introducing yourself and 2. Practicing filling of forms 3. Role-play on Self Introduction 	02
9. Asking questions according to a situation	<ol style="list-style-type: none"> 1. Asking questions 2. Need for asking questions 3. Method for asking questions 	<ol style="list-style-type: none"> 1. Framing and writing questions (using Who, Where, When, What, Why and How) 2. Framing and writing questions (based on purpose of the question) 3. Discussing and guessing the personality using framed questions 	02
10. Use the correct question words to ask open-ended and close-ended questions	<ol style="list-style-type: none"> 1. Asking questions 2. Types of questions 3. Framing questions 	<ol style="list-style-type: none"> 1. Framing and writing open-ended and close-ended questions. 2. Group practice on framing questions 3. Identifying open-ended and closed-ended questions. 	02
Total			20

UNIT 2: SELF-MANAGEMENT SKILLS – I			
Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 hrs)
1. Describe the meaning and importance of self-management	<ol style="list-style-type: none"> 1. Introduction to self-management and its components 2. Self-awareness 3. Self-confidence 4. Self-motivation 5. Positive thinking 6. Self-control 7. Problem solving 8. Personal hygiene and grooming 9. Team work 10. Time management 11. Goal setting 	<ol style="list-style-type: none"> 1. Group discussion on self-management skills 2. Performing activities to know how much aware are you about yourself. 12. Chart preparation on components of self-management 	01
2. Identifying strength and weakness analysis	<ol style="list-style-type: none"> 1. Identifying strength and weakness 2. Knowing yourself 3. Strength and Weakness analysis 4. Difference between interests and abilities 	<ol style="list-style-type: none"> 1. Group discussion on aim and goal in life 2. Perform a strength and weakness analysis 3. Group discussion on interests and abilities 	01
3. Build self-confidence	<ol style="list-style-type: none"> 1. Self-confidence 2. Qualities of self-confident people 3. Building self-confidence 	<ol style="list-style-type: none"> 1. Role play on building self-confidence 2. Performing activities on building confidence through positive words 	02
4. Building the concept on positive thinking	<ol style="list-style-type: none"> 1. Positive thinking 2. Positive thinking and its importance 3. How to keep your thinking positive? 	<ol style="list-style-type: none"> 1. Story-telling 2. Role-play on following the class rules 3. Practicing saying positive words 4. Making a list of steps involved in self-reflection) on how you will follow positive attitude practices 5. Home activity on helping others, community service and social work 	02
5. Describe the concept and aspects of personal hygiene	<ol style="list-style-type: none"> 1. Personal hygiene 2. Three steps of personal hygiene <ul style="list-style-type: none"> • Care • Wash • Avoid 3. Essential steps of handwashing 	<ol style="list-style-type: none"> 1. Role-play on following personal hygiene steps 2. Discussion and follow up on personal hygiene practices 	02
6. Follow the guidelines for dressing and personal grooming	<ol style="list-style-type: none"> 1. Grooming 2. Grooming and its importance 3. Guidelines for dressing and grooming – clothes, hair, face 	<ol style="list-style-type: none"> 1. Role play on dressing and grooming standards 2. Self-reflection on dressing and grooming well 	02
Total			10

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – I			
Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 hrs)
1. Explain the role of Information and Communication Technology (ICT) in day-to-day life and the workplace	1. Introduction to Information and Communication Technology (ICT) 2. ICT at workplace 3. ICT at home	1. Group discussion on past, present, and future use of ICT 2. Preparations of posters on applications of ICT	02
2. Differentiate between the ICT tools and use of mobile apps	1. ICT tools smartphones and tablets I 2. Smartphones 3. Tablets 4. TV and Radio 5. Application or apps	1. Performing activities to get familiar with mobile devices	02
3. Differentiate between smartphones and tablets	1. ICT tools -smartphone and tablets II 2. Mobile device layout 3. Basic features of a mobile device 4. Home screen of mobile device 5. Basic gestures used	1. Performing activities to get familiar with the mobile device – use and applications of mobile devices	02
4. Describe the parts of computer and the computer peripherals	1. Parts of a computer and peripherals 2. Parts of a computer 3. Input devices 4. Output devices 5. Peripherals devices and their functions 6. Central Processing Unit (CPU) 7. Understanding Random Access Memory (RAM) and Read Only Memory (ROM) 8. Motherboard 9. Ports and connections	1. Chart preparation on components of a computer 2. Group activity on connecting devices to a computer	02
5. Demonstrate basic computer operations	1. Basic computer operations 2. Computer hardware and software 3. Starting a computer 4. Log in and log out 5. Shutting down computer 6. Using the keyboard 7. Using a mouse	1. Group activity on use of computer 2. Group practice on using the keyboard	02
6. Perform basic file computer operations	1. Performing Basic file operations 2. Need to perform basic file operations. 3. Files and folders -creating a file and using text editor Ubuntu	1. Group practice on creating a file.	02
7. Demonstrate the knowledge of internet and networking	1. Communication and Networking - Basics of Internet 2. Use of the Internet 3. Connecting to the Internet <ul style="list-style-type: none"> • Types of connection • Bandwidth • Internet browser 	1. Group discussion on the uses of the internet	02

8. Perform internet browsing	1. Communication and Networking – Internet Browsing 2. World Wide Web 3. Web page 4. Web browsers	1. Group practice on web browsing	02
9. Apply the knowledge of communication networking	1. Communication and Networking – Introductions to E-Mail 2. How does the E-mail work? 3. Email Id or address 4. Advantages of E-mail	1. Group discussion on using E-mail and its advantages	01
10. Create an Email account	1. Communication and Networking – Creating an E-mail account 2. Creating an E-mail account 3. Steps to open an E-mail account on Gmail	1. Group practice on creating and operating an e-mail account	01
11. Write an Email	1. Communication and Networking – Writing an E-mail 2. Writing an E-mail 3. Attaching a file to an E-mail 4. Managing folders	1. Group practice on writing an e-mail with attachments	01
12. Reply an Email	1. Communication and Networking – Receiving and Replying to an E-mail 2. Receiving Email 3. Replying to an Email 4. Forwarding Email 5. Deleting Email	1. Group practice on receiving and replying to an e-mail.	01
Total			20

UNIT 4: ENTREPRENEURSHIP SKILLS – I

Learning Outcome	Theory (06 hrs)	Practical (09 hrs)	Duration (15 hrs)
1. Describe the concept of Entrepreneurship skills	1. What is Entrepreneurship? 2. Entrepreneurship 3. Enterprise	1. Group activity on guessing the Entrepreneur	04
2. Describe the role of entrepreneurship	1. Role of Entrepreneurship 2. Economic development 3. Social development 4. Improved standard of living 5. Optimal use of resources 6. More benefits at lower prices - products and services at competitive prices	1. Group discussion on “A world without Entrepreneurs” 2. Role-play on roles of entrepreneurship	03
3. Describe the qualities of a successful entrepreneur	1. Qualities of a successful entrepreneur 2. Patience 3. Positivity 4. Hardworking 5. Confidence 6. Open to trial and error 7. Creativity and innovation	1. Role-play on appearing for an interview 2. Group activity on interactions with entrepreneurs	02

4. State the characteristics of entrepreneurship	1. Distinguishing characteristics of entrepreneurship and wage employment 2. Characteristics of entrepreneurship 3. Wage employment 4. Benefits of entrepreneurship	1. Group activity on identifying characteristics of enterprise 2. Discussion on advantages of entrepreneurship over wage employment	03
5. Identify the type of business activity	1. Types of business activities 2. Product business 3. Service business 4. Hybrid business	1. Group activity on identifying different types of products and services	01
6. Differentiate between the product, service, and hybrid businesses	1. Product, Service, and Hybrid Businesses 2. Types of product-based business 3. Manufacturing businesses 4. Trade businesses	1. Poster making on business activities around us	01
7. Describe the entrepreneurship development process	1. Entrepreneurship Development Process 2. Steps of starting a business <ul style="list-style-type: none"> • Idea generation • Getting money and material • Understanding customer needs • Improving product/ service 	1. Group activity on Make-and-Sell business	01
Total			15

UNIT 5: GREEN SKILLS – I

Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 hrs)
1. Demonstrate the knowledge of society and environment	1. Society and Environment 2. Natural resources 3. Renewable and Non-renewable resources 4. Types of pollutions 5. Climate change 6. Harmful radiation 7. Natural disaster 8. Saving the environment: What can you do? 9. Reduce, reuse and recycle 10. Actions for saving the environment	1. Group activity on listing the factors influencing the environment 2. Group activity on listing the steps one can take to save the environment	05
2. Describe the meaning and importance of conserving natural resources	1. Conserving natural resources 2. Soil conservation 3. Water conservation 4. Energy conservation 5. Food conservation 6. Forest conservation	1. Group discussion on various ways of conserving natural resources	02
3. Describe the meaning and scope of sustainable development and green economy	1. Sustainable Development and Green Economy 2. Sustainable Development 3. Sustainable Development 4. Goals (SDGs) 5. Green growth 6. Green economy 7. Components of green economy	1. Group discussion on importance of green skills 2. Poster making on importance of green economy	03

	8. Skill development for the green economy 9. Green skills 10. Green jobs 11. Green projects		
Total			10

Part B: Vocational Skills

S. No.	Units	Duration (Hrs)
1.	Human Body Structure and Function	15
2.	Healthcare Delivery System	10
3.	Role of Home Health Aide	25
4.	Personal Hygiene and First Aid	25
5.	Primary Healthcare and Emergency Medical Response	20
Total		95

Sub Unit 1: Human Body Structure and Function

Learning Outcome	Theory	Practical	Duration (15Hrs)
1. Identify the structure, bones, organs and parts of human body.	1. Various terms of anatomy and physiology 2. Functions of various tissues and bones in human body.	1. Different parts of the human body 2. Draw diagrams of digestive system, respiratory system, urinary system, heart and renal system 3. Roles and functions of various systems of human body	15
Total			15

Sub Unit 2: Health Care Delivery System

Learning Outcome	Theory	Practical	Duration (10Hrs)
1. Describe the Health Care Delivery Systems	1. Types of Health Care Delivery Systems 2. Role of voluntary health sector	1. Types of healthcare delivery systems followed in India	01
2. Identify the components and activities of Hospital	1. Functions of a hospital in patient care 2. Enlist the services provided by the hospital to patients	1. Various components of a Hospital System 2. Various equipment used in hospital	02
3. Describe the Role and functions of Clinics	1. Role and functions of a clinic 2. Preventative care provided at the doctor's clinic 3. Prepare a chart for basic preventative care	1. Enlist the requirements for patient safety at doctor's clinic	02

4. Describe the functions of rehabilitation centre	<ol style="list-style-type: none"> 1. Role of rehabilitation facility in patient recovery 2. Differentiate between services provided at various rehabilitation and convalescent centre 	1. Facilities at the Rehabilitation centre	03
5. Demonstrate the knowledge of hospice care	1. Facilities available at Hospital/Home for Hospice Care	<ol style="list-style-type: none"> 1. Assess the need for hospice in treatment of patients 2. Facilities extended by the hospital for hospice care 3. Services provided as part of the hospice care 	02
Total			10

Sub Unit 3: Role of Home Health Aide			
Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Identify the role and functions of Home Health Aide	1. Duties and responsibilities of Home Health Aide	1. Maintaining the duties of patient care	02
2. Prepare a daily care Plan of patient	2. Activities of patient's daily special care including bathing, feeding, excreta disposal, transferring patients etc.	<ol style="list-style-type: none"> 1. Prepare a daily care plan for patients Bathing ,feeding and transferring 2. Demonstrate the transferring patient 3. Enlist the equipments used in moving patient. 	05
3. Identify basic components required for patient comfort	1. Basic components required for patients comfort	1. List various elements that can help in comfort to patients	05
4. Describe patients safety	<ol style="list-style-type: none"> 1. Various elements of patients safety 2. Patients rights and environment 3. Patient safety 	<ol style="list-style-type: none"> 1. Patients environment and its components 2. Patients rights 	03
5. Identify the qualities of a Home Health Aide	1. Good qualities of Home Health Aide	<ol style="list-style-type: none"> 1. List the do's and don'ts in healthcare setup 2. Medical ethics 	02
6. Collect the specimen of urine, stool, sputum, blood, etc. using different methods	1. Various techniques of collecting the specimen of urine, stool, sputum, blood etc.	<ol style="list-style-type: none"> 1. Prepare a chart of the prerequisites of collecting specimen of blood, urine & stool 2. Tabulate the safety measures to be adopted while collecting the various specimen of the patient 3. Equipment/instruments used in collecting specimen of the patient 	08
Total			25

Sub Unit 4: Personal Hygiene and First Aid			
Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Demonstrate good hygiene practice	<ol style="list-style-type: none"> 1. Grooming routines to be followed for personal hygiene 2. Importance of personal hygiene 	<ol style="list-style-type: none"> 1. Practice good personal health and hygiene. 2. Enlist the hygiene routine to be followed to ensure good health 3. Hand washing 4. Demonstrate trimming of nails. 	05
2. Identify factors affecting good Health	<ol style="list-style-type: none"> 1. Factors that affect health and prevent diseases 	<ol style="list-style-type: none"> 1. Maintaining routine exercise and good health 2. Prepare a plan for maintaining good physical health 	02
3. Perform hand washing	<ol style="list-style-type: none"> 1. Method of hand washing 2. Importance of washing and maintain good hand hygiene 	<ol style="list-style-type: none"> 1. Hand washing and hygiene practices 	02
4. Describe the principles and rules of First Aid	<ol style="list-style-type: none"> 1. Purpose of First Aid 2. Principles of First Aid 	<ol style="list-style-type: none"> 1. Types of health risks and hazards at various departments of hospitals 2. Enlist emergency situations in a hospital 3. Perform Airway, Breathing and Circulation on a dummy 	05
5. Identify facilities, equipment and materials used for First Aid	<ol style="list-style-type: none"> 1. First Aid knowledge of facilities and materials used for administering First Aid. 	<ol style="list-style-type: none"> 1. Enlist the equipment used for First Aid 2. Demonstrate the knowledge of the use of First Aid kit 	03
6. Perform the role of first aider in cardiac arrest, unconsciousness convulsion fever, heat stroke, back pain, asthma and food borne illness	<ol style="list-style-type: none"> 1. Knowledge of procedure required in emergency First Aid such as CPR. 	<ol style="list-style-type: none"> 1. Perform ABC (Airway, Breathing and Circulation) 2. Measure body Temperature using a digital thermometer 	04
7. Perform the role of first aider in cuts, bleeding, burns, insect bites and stings, dog bites and snake bites	<ol style="list-style-type: none"> 1. Causes of various types of burns 2. Reasons for using different methods for treating burns 	<ol style="list-style-type: none"> 1. Administer first aid for cut and burns in hypothetical situations 2. dealing with insect, dog 	04
Total			25

Sub Unit 5: Primary Health Care and Emergency Medical Response			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Identify components of primary healthcare	2. Importance of primary healthcare 3. Various indicators of the millennium development goals (MDGs) related to health	1. Need of primary healthcare in a given scenario 2. Enlist the essential components of primary healthcare 3. Enlist the various indicators of the millennium development goals (MDGs) related to health	10
2. Demonstrate chain of survival	1. Various medical emergency situations	1. Perform early recognition and call for help 2. Responding to a medical emergency	10
Total			20

CLASS 10

Part A: Employability Skills

S.No.	Units	Duration (hrs)
1.	Communication Skills – II	20
2.	Self-management Skills – II	10
3.	Information and Communication Technology Skills – II	20
4.	Entrepreneurial Skills – II	15
5.	Green Skills – II	10
Total		75

UNIT 1: COMMUNICATION SKILLS – II			
Learning Outcome	Theory (12 hrs)	Practical (08 hrs)	Duration (20 hrs)
1. Demonstrate the knowledge of various methods of communication	1. Methods of communication 2. Communication process and elements	1. Role-play on communication process 2. Group discussion on the effects of elements of communication cycle.	05
2. Describe the types of verbal communication	1. Verbal communication 2. Types of verbal communication 3. Advantages and disadvantages of Verbal communication 4. Mastering Verbal communication	1. Role-play of a telephonic conversation 2. Chart preparation on types of verbal communication 3. Group discussion on the advantages and disadvantages of	02

		<p>verbal communication</p> <p>4. Group activity on delivering a speech and practicing public speaking.</p>	
3. Demonstrate the knowledge of non-verbal communication	<p>1. Non-verbal communication</p> <p>2. Importance of Non-verbal communication</p> <p>3. Types of non-verbal communication</p> <p>4. Visual communication</p>	<p>1. Role play on non-verbal communication</p> <p>2. Group discussion and practice on how to avoid body language mistakes</p> <p>3. Group discussion on three methods of communication</p>	02
4. Describe the communication cycle and importance of feedback	<p>1. Communication cycle and importance of feedback</p> <p>2. Feedback</p> <p>3. Types of feedback</p> <p>4. Importance of feedback</p>	<p>1. Role play on providing feedback</p> <p>2. Group activity on constructive feedback</p>	02
5. Identify the barriers to effective communication	<p>1. Barriers to Effective communication</p> <p>2. Effective communication</p> <p>3. Barriers to effective communication</p> <ul style="list-style-type: none"> • Physical barriers • Linguistic barrier • Interpersonal barriers • Organizational barriers • Culture barriers <p>4. Ways to overcome barriers to effective communication</p>	<p>1. Role play on barriers to effective communication</p> <p>2. Group activity on overcoming barriers to effective communication</p> <p>3. Chart preparation on barriers to effective communication</p>	04
6. Demonstrate the knowledge of parts of speech	<p>1. Writing skills – Parts of speech</p> <p>2. Capitalization</p> <p>3. Punctuations</p> <p>4. Basics of parts of speech</p> <p>5. Supporting parts of speech</p> <ul style="list-style-type: none"> • Article • Conjunctions • Prepositions • Interjections 	<p>1. Reading paragraph and sentences and identifying parts of speech</p> <p>2. Group activity on sentence construction</p> <p>3. Identifying nouns by guessing the name, place, animal, or thing</p>	03
7. Write sentences	<p>1. Writing Skills - Sentences</p> <p>2. Parts of sentence</p> <p>3. Types of objects</p> <p>4. Types of sentences</p> <ul style="list-style-type: none"> • Active • Passive <p>5. Paragraphs</p>	<p>1. Making sentences using direct and indirect objects</p> <p>2. Writing a paragraph using active and passive voice</p> <p>3. Framing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)</p>	02
Total			20

UNIT 2: SELF-MANAGEMENT SKILLS – II			
Learning Outcome	Theory (05 hrs)	Practical (05 hrs)	Duration (10 hrs)
1. Apply stress management techniques	<ol style="list-style-type: none"> 1. Stress management 2. Stress and Stress management techniques 3. Management technique 4. Ability to work independently 5. Emotional intelligence 	<ol style="list-style-type: none"> 1. Role Play on avoiding stressful situation 2. Activity on listing stressful situations and discussing the stress management techniques like yoga, deep breathing exercises etc. 	02
2. Identify strengths and weaknesses of self	<ol style="list-style-type: none"> 1. Self-Awareness – Strength and Weakness Analysis 2. Knowing yourself 3. Strength and weakness analysis 4. Techniques for identifying strengths and weaknesses 5. Difference between interests and abilities 	<ol style="list-style-type: none"> 1. Group discussion on aim and goal in life 2. Perform a strength and weakness analysis 3. Group discussion on interests and abilities 	02
3. Demonstrate the knowledge of self-motivation	<ol style="list-style-type: none"> 1. Self-Motivation 2. Types of motivation 3. Qualities of self-motivated people 4. Building self-motivation 	<ol style="list-style-type: none"> 1. Group discussion on staying motivated 2. Activity on listing the ways to motivate oneself 	02
4. Set SMART goals	<ol style="list-style-type: none"> 1. Self-Regulation – Goal Setting 2. Goals and Setting SMART goals 3. How to set goals <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Realistic • Time bound 	<ol style="list-style-type: none"> 1. Group activity on setting SMART goals 2. Writing long- term and short-term goals 3. Activity on listing the ways to surely set SMART goals 	02
5. Demonstrate the knowledge of time management	<ol style="list-style-type: none"> 1. Self-Regulation – Time Management 2. Time management and its importance 3. Example and non-example of time management 4. Four steps for effective time management <ul style="list-style-type: none"> • Organise • Prioritise • Control • Track 5. Tips for practicing the four steps of effective time management 	<ol style="list-style-type: none"> 1. Preparing a list of activities to practice time management 2. Discussion on how to manage time to reach school on time 	02
Total			10

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – II			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
1. Perform basic computer operations	1. Basics computer operations 2. Computer hardware and Software 3. Starting a computer 4. Shutting down a computer 5. Using keyboard 6. Using a mouse <ul style="list-style-type: none"> • Roll over or hover • Point and click • Drag and drop • Double click 	1. Demonstration on use of computers 2. Group activity on using the keyboard	12
2. Apply basic file operations	1. Performing basic file operations 2. Basic File Operations 3. Files and folders <ul style="list-style-type: none"> • Creating a file • Creating a folder 	1. Practice of creating a folder	02
3. Demonstrate computer care and maintenance	1. Computer care and Maintenance 2. Importance of care and maintenance of computers 3. Basic tips for taking care of devices <ul style="list-style-type: none"> • Cleaning computer devices • Preparing maintenance schedule for computers • Taking backup data • Scanning and cleaning viruses • Removing SPAM files 	1. Group activity on preparing a chart on care and maintenance of computer	03
4. Describe the importance of maintaining computer security and privacy	1. Computer security and privacy 2. Computer security deals with protecting computer <ul style="list-style-type: none"> • Reasons for security breach • Threats to computer • Protecting your data 	1. Group activity on preparing an infographic chart on computer security and privacy	03
Total			20

UNIT 4: ENTREPRENEURIAL SKILLS – II			
Learning Outcome	Theory (06 hrs)	Practical (09 hrs)	Duration (15 hrs)
1. Describe the meaning of entrepreneurship	1. Entrepreneurship and society 2. Activities of entrepreneurs: <ul style="list-style-type: none"> • Fulfil customer needs • Use local materials • Help society • Create job • Share wealth • Lower price product 	1. Group work on finding the problems in school campus and turning them into business opportunities	05

2. Identify the qualities and functions of an entrepreneur	1. Qualities and functions of an entrepreneur 2. Qualities of an entrepreneur	1. Activity on self-assessment of entrepreneurial qualities 2. Brainstorming on solving a problem in their area 3. Taking an interview of an entrepreneur	03
3. Describe the myths and realities about entrepreneurship	1. Misconceptions and myths about entrepreneurship	1. Group activity on making item and identifying everyday heroes 2. Activity on interviewing the entrepreneurs	04
4. Describe entrepreneurship as a career option	1. Entrepreneurship as a career option 2. Meaning of career <ul style="list-style-type: none"> • Ways of earning a living • Self-employment 3. Wage employment 4. Entrepreneur career process <ul style="list-style-type: none"> • Enter • Survive • Grow 	1. Brainstorming on entrepreneurship as a life option 2. Group discussion on The power of entrepreneurship	03
Total			15

UNIT 5: GREEN SKILLS – II			
Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 hrs)
1. Demonstrate the knowledge of green skills	1. Sustainable Development 2. Importance of sustainable development 3. Problems related to sustainable development 4. Sustainable development Goals 5. Sustainable development initiatives 6. Sustainable process	1. Group activity on creating garden in the school or planting tree saplings 2. Group discussion on “How to prevent wastage”	05
2. Describe the role of self in sustainable development	1. Our role in sustainable development 2. Our role towards Sustainable Development <ul style="list-style-type: none"> • Quality education • Clean water and sanitation • Affordable and clean energy • Decent work and economic growth • Reducing inequalities • Creating sustainable cities and communities • Responsible consumers and producers • Protect life below water • Protect life on land 	1. Group discussion on conservation and protection of environment 2. Group activity on organizing an art project using waste	05
Total			10

Part B: Vocational Skills

S. No.	Units	Duration (95 Hrs)
1.	Immunization	20
2.	Drug Administration and Physiotherapy	20
3.	Geriatric and Child Care	20
4.	Prevention and Control of Infection In Home Setting	20
5	Bio Medical Waste Management	15
Total		95

Sub Unit 1: Immunization			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Differentiate between various types of immunity	<ol style="list-style-type: none"> 1. Meaning of Immunity 2. Differentiate between innate and adoptive immunity 3. Differentiate between passive & active immunity 	<ol style="list-style-type: none"> 1. Differentiate between Bacteria and Virus 2. Prepare a sample of Immunization 	05
2. Prepare immunization schedule chart	<ol style="list-style-type: none"> 1. Importance of immunization 2. Side effects of immunization 3. Various aspects of Immunization schedule chart 	<ol style="list-style-type: none"> 1. Immunization (card) calendar for an infant based on date of birth. 	05
3. Identify the key components of universal immunization programme (UIP) prepare list national health programme	<ol style="list-style-type: none"> 1. Key components of a universal immunization programme (UIP) 2. Enumerate national health programme 	<ol style="list-style-type: none"> 1. Key components of a Universal Immunization Programme 2. Enlist the diseases covered under UIP 3. List the national health programme 	05
4. Identify the key components of pulse polio immunization programme	<ol style="list-style-type: none"> 1. Key components of a Pulse polio Immunization Programme 	<ol style="list-style-type: none"> 1. Key components of a Pulse Immunization Programme 	05
Total			20

Sub Unit 2 : Drug Administration and Physiotherapy			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Demonstrate the knowledge of basic principles of drug administration	<ol style="list-style-type: none"> 1. Drug administration 2. Classify medicine groups 3. Legal aspects of record keeping and documentation 	<ol style="list-style-type: none"> 1. Prepare a complete medication record 2. Seven rights during assisting the drug administration 	03

2. Demonstrate the knowledge of forms and routes of medication	<ol style="list-style-type: none"> 1. Enlist different forms of medicine 2. Importance of forms v/s route in drug administration 3. Read the instruction on the label of the medicine 4. Various signs of allergy 5. Meaning of standard abbreviation used in the medication chart 	<ol style="list-style-type: none"> 1. common forms and routes of drug 2. Contraindication and indication for use and side effects of drugs. 	04
3. Classify the drugs	<ol style="list-style-type: none"> 1. Common side effects of anti- depressant 2. Classification of drugs 3. Techniques of disposing medicine 4. Preventive measure to control the mistake in drug administration. 	<ol style="list-style-type: none"> 1. Drugs of different category 2. use of drug particular indication 3. Methods of disposing medicine 4. Medical error in drug administration 	04
4. Demonstrate the knowledge of basic principles of physiotherapy	<ol style="list-style-type: none"> 1. Introduction of Physiotherapy. 2. Holistic approach used in physiotherapy 3. Basic principles of physiotherapy 	<ol style="list-style-type: none"> 1. Different techniques of physiotherapy 2. Need of physiotherapy in different condition of the patient 	04
5. Demonstrate the knowledge of principles and techniques of body mechanics.	<ol style="list-style-type: none"> 1. Introduction of Body mechanics 2. Moving and positioning of patient 	<ol style="list-style-type: none"> 1. Role play the patient safely move 2. Different positions of patient medical treatment. 	03
6. Demonstrate the knowledge of breathing and coughing exercises	<ol style="list-style-type: none"> 1. Procedure of coughing and breathing exercise 2. Working of trifle 	<ol style="list-style-type: none"> 1. Deep breathing and coughing exercises 2. Perform pursed lip breathing, diaphragmatic breathing, abdominal breathing and belly breathing exercise 	02
Total			20

Sub Unit 3: Geriatric and Child Care			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Demonstrate the knowledge of facts related to old age	<ol style="list-style-type: none"> 1. Introduction different age groups and biological aging. 2. Common health problems in old age people 	<ol style="list-style-type: none"> 1. Different age groups 2. Biological and psychosocial reasons of ageing. 3. Problems in human physiological changes 	02
2. Identify the normal changes that occur at old age	<ol style="list-style-type: none"> 1. Changes that occur in different systems of body during old age 2. Legal needs of the elderly 3. Reasons for caring elderly 	<ol style="list-style-type: none"> 1. Normal changes that occur at old age in different systems and part of the body. 2. Special needs, emotional support, social support and legal needs required at the old age 	02

<p>3. Demonstrate the knowledge of accomplishing basic needs of elderly people</p>	<ol style="list-style-type: none"> 1. Security and safety needs of an elderly people 2. Enlist any five requisites for better feeding during old age 3. Food and fluid needs of elderly people 	<ol style="list-style-type: none"> 1. Thinking and learning abilities of old age people 2. Home Health Aide should communicate with an older patient 	<p>04</p>
<p>4. Demonstrate the knowledge of significance, purpose and techniques of the physical assessment of the patient</p>	<ol style="list-style-type: none"> 1. Significance and purpose of physical examination 2. Techniques of physical examination viz. <ul style="list-style-type: none"> - Inspection - Palpation - Percussion - Auscultation - Manipulation 	<ol style="list-style-type: none"> 1. Perform physical examination of the patient 2. Use different techniques of the physical examination 	<p>03</p>
<p>5. Provide assistance in various examinations of the patient viz. eyes, ears, nose, throat, neck, chest, etc.</p>	<ol style="list-style-type: none"> 1. Role of Home Health Aid (HHA) in assisting the health examination of a patient. 2. Care of geriatric immobile, paralytic and other patients. 3. Enlist the precautions to be taken while examining height and weight of the patient 4. Technique for chest and abdomen examination 	<ol style="list-style-type: none"> 1. Various positions of the patients while the health of the patient is examined 2. Assist examination of eyes, ears, nose, throat, neck, chest, etc. 	<p>05</p>
<p>6. Demonstrate the knowledge of caring of infants and children</p>	<ol style="list-style-type: none"> 1. Enlist different age group before 18 years of age. 2. Stages of learning and thinking abilities amongst infants and children's. 3. Importance of nutrition and hydration required for infants and children. 4. Safety needs of children. 6. Measure physical examination. 	<ol style="list-style-type: none"> 1. Classify the age groups of children below 18 years 2. Growth and development of children, stages of learning and thinking ability of child and their safety aspects 3. Nutrition and hydration for infants and children's and special care needed for them 	<p>04</p>

Sub Unit 4: Prevention and Control of Infection in Home Setting			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Describe the diseases caused by microorganism	<ol style="list-style-type: none"> 1. Definition of disease 2. Process of infection 3. Pathogen 4. Three vertices of the epidemiological triangle 5. Differentiate between different types of microorganisms 	<ol style="list-style-type: none"> 1. Common places of body where microbes are commonly found 2. Common places in the hospital with highest rate of infection 3. Factors affecting the occurrence and prevention of disease causing microorganisms 	04
2. Demonstrate the knowledge of common human diseases and their causal agents	<ol style="list-style-type: none"> 1. Common diseases 2. Enlist the names of bacteria and viruses causing diseases in human 	<ol style="list-style-type: none"> 1. Differentiate between bacteria, virus, fungi and parasites 2. Human diseases caused by the bacteria, virus, fungi and parasites 	03
3. Demonstrate the knowledge of process of disinfection	<ol style="list-style-type: none"> 1. Types of disinfection 2. Differentiate between concurrent and terminal disinfection 3. Process of fumigation with sulphur 	<ol style="list-style-type: none"> 1. Enlist best housekeeping practices 2. Good housekeeping practices 3. Effectively manage the Isolation Unit 	06
4. Demonstrate the knowledge of care of articles	<ol style="list-style-type: none"> 1. Importance of care of rubber goods. 2. Procedure to undo the contaminated gloves 3. Procedure of removing different kinds of stains 4. Ways of care of syringes and needles 	<ol style="list-style-type: none"> 1. Care of various rubber based articles, ward articles and instruments 2. Removing different kind of stains 	04
5. Provide assistance in disinfection	<ol style="list-style-type: none"> 1. Cleaning techniques of different areas of hospital 2. Various cleaning techniques used 	<ol style="list-style-type: none"> 1. Various cleaning techniques 2. Different chemical used in cleaning the floor 3. Role of HHA in managing disinfection 	03
Total			20

Sub Unit 5: Bio Medical Waste Management			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Demonstrate the knowledge of bio-medical waste management	<ol style="list-style-type: none"> 1. Define bio- medical waste 2. Enlist the risks involved in poor waste management in hospital 3. Importance of hospital waste management with respect to hospital staff and general public 4. Bio-medical waste management helps in environment protection 5. Enlist the routes of transmission of infection in hospitals 	<ol style="list-style-type: none"> 1. Waste according 2. to their category 3. Need of bio- medical waste management 4. Routes of transmission of infection in hospitals 	05
2. Demonstrate the knowledge of the sources and disposal methods of bio-medical waste	<ol style="list-style-type: none"> 1. Enlist the sources of bio- medical waste 2. Areas of bio medical waste generation in hospital 3. Method of disposing off of microbiological and bio technological waste in hospitals 4. Importance of colour coding criteria 	<ol style="list-style-type: none"> 1. Various sources of bio- medical waste in hospitals 2. Disposal techniques of different bio- medical waste 3. Bio- medical waste according to category, container to be used for disposal and class of bio- medical waste 	05
3. Identify the role of personnel involved in waste management	<ol style="list-style-type: none"> 1. Functions of hospital waste management committee. 2. Importance of training on hospital waste management to different categories of staff in a hospital. 	<ol style="list-style-type: none"> 1. Role and functions of HHA in bio- medical waste management 2. Providing training to all categories of staff of the hospital. 	05
Total			15

6. ORGANISATION OF FIELD VISITS

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

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

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

7. LIST OF EQUIPMENT AND MATERIALS

The list given below is suggestive and an exhaustive list should be prepared by the vocational teacher. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

- | | |
|-------------------------------|----------------------------|
| 1. Little Anne | 23. Back Rest, Foot Rest |
| 2. Ambu Mask (Adult) | 24. Steel Basin |
| 3. AED Trainer with Adult Pad | 25. Bed pan |
| 4. Pocket Mask | 26. Urinal (Male & Female) |
| 5. Stop Watch | 27. Spine Board |
| 6. Oxygen Cylinder | 28. Steel Plate |
| 7. Oxygen Key | 29. Steel Glass |
| 8. Oxygen Cylinder Trolley | 30. Steel Bowl |
| 9. Hospital Bed | 31. Spoon |
| 10. Bedside Locker | 32. Steel Jug |
| 11. Cardiac Table | 33. Bath Tub |
| 12. Bed Sheet | 34. Kidney Tray |
| 13. Pillow with Pillow Cover | 35. IV Stand |
| 14. Blanket | 36. Measuring Glass |
| 15. Student Chair | 37. Measuring Tape |
| 16. Wheel Chair | 38. Projector |
| 17. Walker | 39. White Board |
| 18. Crutch | 40. Extension Cord |
| 19. Table (3 ft by 6 ft) | 45. Speaker |
| 20. Cupboard | 46. Writing Pad |
| 21. Stretcher | 47. Goggles |
| 22. Cane | 48. Towel, |

49. Gown
50. Gloves (disposable) – packet, Gloves (surgical) – packet
51. Liquid
52. Soap Bottle
53. Mask – packet
54. Shoe Cover – packet
55. Hair Cap – packet
56. Mackintosh
57. Sponge Cloth
58. Wet Wipes – packet
59. Comb
60. Tooth Brush
61. Toothpaste
62. Hair Oil
63. Shampoo Bottle
64. Bath Soap
65. Talcum powder
66. Different Colour Plastic Bags with Dustbins
67. Uro bag
68. Sample Collection Bottle
69. Gauze Piece (4X4)
70. Betadine Solution Bottle
71. Cotton Rolls
72. Normal Saline Bottle
73. Micropore
74. Spatula
75. Blood Concentrate
76. Hydrogen Peroxide Bottle,
77. Cleaning Solution (Colin),
78. Syringe destroyer,
79. Syringe Sterilizer,
80. Needle burner,
81. Thermometer,
82. Syringe 50 cc/ml
83. B.P. Monitoring Machine,
84. Call bell,
85. Enamel basin,
86. Hot Water Bottle,
87. Ice caps,
88. Transfer forceps
89. Drum
90. Suction Apparatus
91. Folley catheter
92. Euro bags
93. Suction Catheter
94. Ryle's tube
95. Vaccutainer (red/black/violet)
96. Tourniquet
97. Examination table
98. Rubber sheet
99. Draw Sheet

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

Qualification and other requirements for appointment of vocational teachers/trainers on contractual basis should be decided by the State/UT. The suggestive qualifications and minimum competencies for the vocational teacher should be as follows:

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

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of Samagra Shiksha. They are directly involved in teaching of vocational subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

These guidelines have been prepared with an aim to help and guide the States in engaging quality Vocational Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Vocational Teachers/Trainers, Educational Qualifications, Industry Experience, and Certification/Accreditation.

The State may engage Vocational Teachers/Trainers in schools approved under the component of Vocationalisation of Secondary and Higher Secondary Education under Samagra Shiksha in the following ways:

(i) directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education (PSSCIVE), NCERT or the respective Sector Skill Council(SSC)

OR

(ii) through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

* *The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organisations involved in education and training must meet in order to be accredited by competent bodies to provide government-funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.*

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

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

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

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

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

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

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

- Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- Make effective use of learning aids and ICT tools during the classroom sessions;
- 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;
- 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;
- Identify the weaknesses of students and assist them in up gradation of competency;
- Cater to different learning styles and level of ability of students;
- Assess the learning needs and abilities, when working with students with different abilities
- Identify any additional support the student may need and help to make special arrangements for that support;
- Provide placement assistance

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

Following parameters may be considered during the appraisal process:

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

9. LIST OF CONTRIBUTORS

1. Mr. Rahul Deshmukh, Nursing Consultant, Department of Health and Paramedical Science PSS Central Institute of Vocational Education (PSSIVE), Shyamala Hills , Bhopal – 462013, M.P India.
2. Dr. SUDha Tiwari, Nutrition Consultant, Department of Health and Paramedical Science PSS Central Institute of Vocational Education (PSSIVE), Shyamala Hills , Bhopal – 462013, M.P India.
3. Dr. Megha Aggarwal, Senior Manager Health Care Sector Skill Council NSDC New Delhi India.



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
Shyamla Hills, Bhopal- 462 013, M.P., India