

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

COURSE: Health Care

Job Role: General Duty Assistant

(QUALIFICATION PACK: Ref. Id.HSS/Q5101)

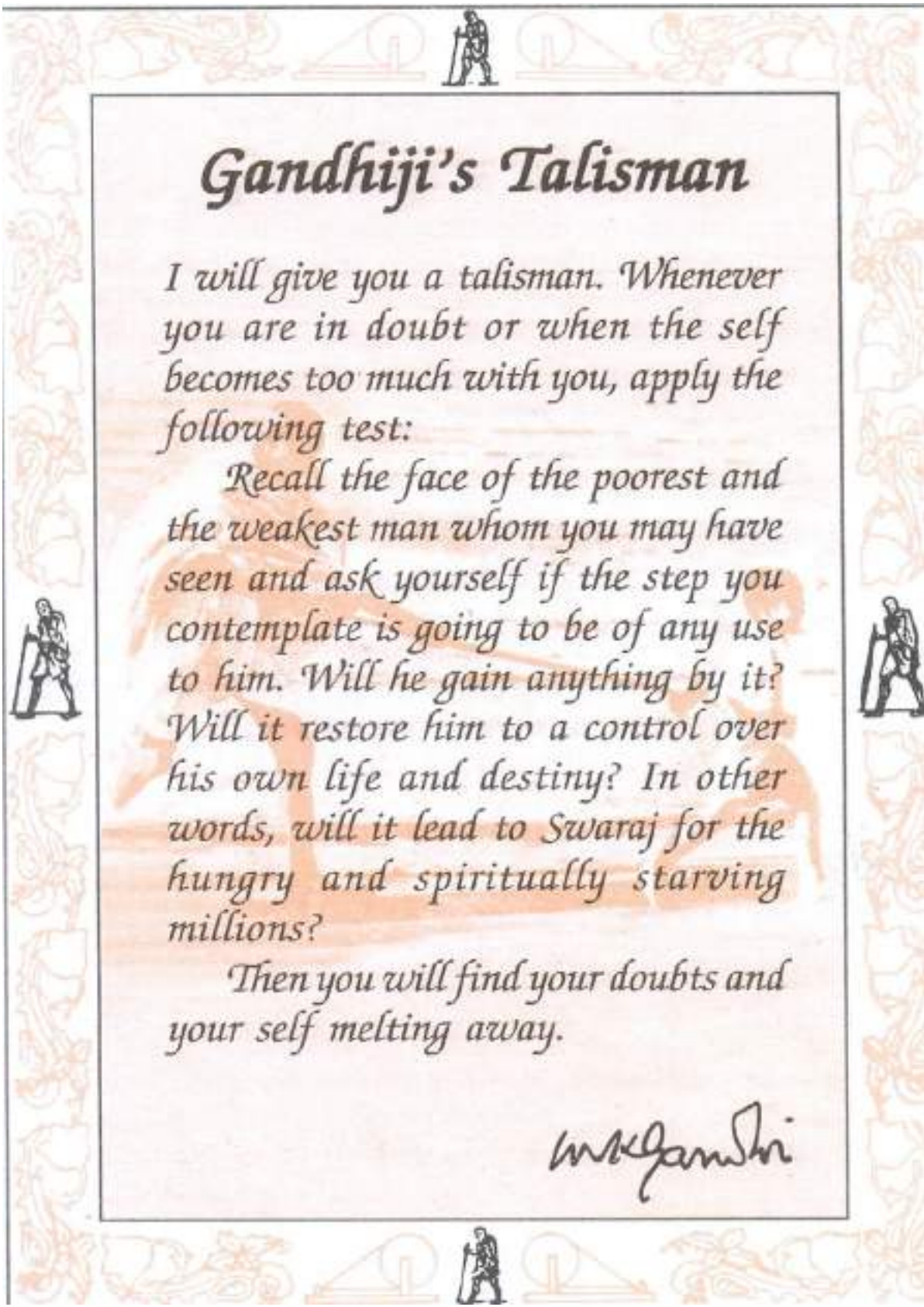
Classes 11 and 12



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

Shyamla Hills, Bhopal- 462 013, 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 – General Duty Assistant

June, 2017

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FOREWORD

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

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

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

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

Hrushikesh Senapaty

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. 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 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 *Rashtriya Madhyamik Shiksha Abhiyan (RMSA)* 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.

RAJESH P. KHAMBAYAT
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. Santosh Sommasundaran, MBBS, Consultant, Psychiatrist, Bhopal is also duly acknowledged.

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

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

PSSCIVE Team

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1. COURSE OVERVIEW

COURSE TITLE: Health Care – General Duty Assistant

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

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

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

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

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

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

2. SCHEME OF UNITS

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

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

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

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

3. TEACHING/TRAINING ACTIVITIES

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

CLASSROOM ACTIVITIES

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

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

PRACTICAL WORK IN LABORATORY/WORKSHOP

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

FIELD VISITS/ EDUCATIONAL TOUR

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

4. ASSESSMENT AND CERTIFICATION

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

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

KNOWLEDGE ASSESSMENT (THEORY)

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

WRITTEN TEST

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

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

Duration: 3 hrs

Max. Mark: 30

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

SKILL ASSESSMENT (PRACTICAL)

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

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

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

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

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

5. UNIT CONTENTS

CLASS 11

Part A: Employability Skills

S.No.	Units	Duration (Hrs)
1.	Communication Skills -III	25
2.	Self-management Skills -III	25
3.	Information and Communication Technology Skills-III	20
4.	Entrepreneurship Development – III	25
5.	Green Skills – III	15
Total		110

Unit 1: Communication Skill - III			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
1. Demonstrate knowledge of various methods of communication	1. Methods of communication - Verbal - Non-verbal - Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	10
2. Identify specific communication styles	1. Communication styles- assertive, aggressive, passive-aggressive, submissive, etc.	1. Observing and sharing communication styles of friends, teachers and family members and adapting the best practices 2. Role plays on communication styles.	05
3. Demonstrate basic writing skills	1. Writing skills to the following: • Sentence • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	10
Total			25

Unit 2: Self-management - III			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
1. Demonstrate impressive appearance and grooming	1. Describe the importance of dressing appropriately, looking decent and positive body language 2. Describe the term grooming 3. Prepare a personal grooming checklist 4. Describe the techniques of self- exploration	1. Demonstration of impressive appearance and groomed personality 2. Demonstration of the ability to self- explore	07
2. Demonstrate team work skills	1. Describe the important factors that influence in team building 2. Describe factors influencing team work	1. Group discussion on qualities of a good team 2. Group discussion on strategies that are adopted for team building and team work	08

3. Apply time management strategies and techniques	1. Meaning and importance of time management – setting and prioritizing goals, creating a schedule, making lists of tasks, balancing work and leisure, using different optimization tools to break large tasks into smaller tasks.	1. Game on time management 2. Checklist preparation 3. To-do-list preparation	10
Total			25

Unit 3: Information and Communication Technology - III			
Learning Outcome	Theory	Practical	Total Duration (20 Hrs)
1. Create a document on word processor	1. Introduction to word processing. 2. Software packages for word processing. 3. Opening and exiting the word processor. 4. Creating a document	1. Demonstration and practice of the following: • Listing the features of word processing • Listing the software packages for word processing • Opening and exit the word processor • Creating a document	10
2. Edit, save and print a document in word processor	1. Editing text 2. Wrapping and aligning the text 3. Font size, type and face. 4. Header and Footer 5. Auto correct 6. Numbering and bullet 7. Creating table 8. Find and replace 9. Page numbering. 10. Printing document. 11. Saving a document in various formats.	1. Demonstration and practising the following: • Editing the text • Word wrapping and alignment • Changing font type, size and face • Inserting header and footer • Removing header and footer 2. Using autocorrect option 3. Insert page numbers and bullet 4. Save and print a document	10
Total			20

Unit 4: Entrepreneurship Development - III			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
1. Describe the significance of entrepreneurial	1. Values in general and entrepreneurial values 2. Entrepreneurial value	1. Listing of entrepreneurial values by the students.	

values and attitude	orientation with respect to innovativeness, independence, outstanding performance and respect for work	2. Group work on identification of entrepreneurial values and their roles after listing or reading 2-3 stories of successful entrepreneur 3. Exhibiting entrepreneurial values in Ice breaking, rapport building, group work and home assignments	10
2. Demonstrate the knowledge of attitudinal changes required to become an entrepreneur	1. Attitudes in general and entrepreneurial attitudes 2. Using imagination/ intuition 3. Tendency to take moderate risk 4. Enjoying freedom of expression and action 5. Looking for economic opportunities 6. Believing that we can change the environment 7. Analyzing situation and planning action 8. Involving in activity	1. Preparing a list of factors that influence attitude in general and entrepreneurial attitude 2. Demonstrating and identifying own entrepreneurial attitudes during the following micro lab activities like thematic appreciation test 3. Preparing a short write-up on "who am I" 4. Take up a product and suggest how its features can be improved 5. Group activity for suggesting brand names, names of enterprises, etc.	15
Total			25

Unit 5: Green Skills - III			
Learning Outcome	Theory	Practical	Total Duration (15 Hrs)
1. Describe importance of main sector of green economy	1. Main sectors of green economy- E-waste management, green transportation, renewal energy, green construction, water management 2. Policy initiatives for greening economy in India	1. Preparing a poster on any one of the sectors of green economy 2. Writing a two-page essay on important initiatives taken in India for promoting green economy	08

2. Describe the major green Sectors/Areas and the role of various stakeholder in green economy	1. Stakeholders in green economy 2. Role of government and private agencies in greening cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries	1. Preparing posters on green Sectors/Areas: cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries	07
Total			15

Part B: Vocational Skills

S. No.	Units	Duration (Hrs)
1.	Introduction to Health Care Sector	25
2.	Role of General Duty Assistant in Patient Care	25
3.	Role of Diet Assistant	25
4.	Maintain Hygiene and Food Safety	25
5.	Food Storage Practices	20
6.	Food Handling	20
7.	Personal Hygiene and First Aid	25
	Total	165

Unit 1: Introduction to Healthcare Systems			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
1. Describe healthcare delivery systems	1. Different types of healthcare delivery systems 2. Role of voluntary health sector	1. Identify different types of healthcare delivery systems followed in India	3
2. Identify the components and activities of Hospital	1. Functions of a hospital in patient care 2. Enlist the services provided by the hospital to patients	1. Various components of a Hospital System 2. Various equipment used in hospital	2
3. Describe role and functions of Clinics	1. Role and functions of a clinic 2. Preventative care provided at the doctor's clinic 3. Chart for basic preventative care	1. Requirements for patient safety at doctor's clinic	2
4. Describe the functions of rehabilitation centre	1. Role of rehabilitation facility in patient recovery 2. Differentiate between services provided at various rehabilitation and convalescent centre	1. Facilities at the Rehabilitation centre	2

5. Describe the treatment and the services provided at the long term care facilities	<ol style="list-style-type: none"> 1. Role of long Term care facilities in patient care. 2. Enlist the facilities/ treatment provided by long term care facilities. 	<ol style="list-style-type: none"> 1. Equipment and materials that are used at Long Term Care Facility. 	2
6. Demonstrate the knowledge of hospice care	<ol style="list-style-type: none"> 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 	2
7. Demonstrate the knowledge of roles and functions of various departments, professionals and supportive staff of the hospital	<ol style="list-style-type: none"> 1. Roles and functions of various departments and professionals in the hospital 	<ol style="list-style-type: none"> 1. Various types of hospitals 2. Distinguish between General Hospital and Specialized Hospital 3. Draw a chart depicting the roles of departments, professionals and supporting staff of the hospital 	2
8. Demonstrate the knowledge of roles and functions of supporting departments in hospital	<ol style="list-style-type: none"> 1. Role and functions of various supporting departments of hospital 2. State the services provided by the Medical Record Department and Outpatient Department 3. Explain the activities performed by the hospital housekeeping department 	<ol style="list-style-type: none"> 1. Draw a chain of command in the various department and laboratories of hospital 	2
9. Classify the hospitals on the basis of different criteria	<ol style="list-style-type: none"> 1. Criteria used for classifying the hospitals 2. Different levels of medical care 	<ol style="list-style-type: none"> 1. Classify the hospitals on the basis of bed strength, specialty and level of medical care 	3
10. Enumerate the role of General Duty Assistant to the various functions of hospital	<ol style="list-style-type: none"> 1. Roles and functions of General Duty Assistant in the hospital 2. Various activities/tasks that should be performed by GDA to effectively discharge his/her duties and responsibilities in hospital 	<ol style="list-style-type: none"> 1. Knowledge of activities and practices followed for prevention of spread of diseases 2. Draw a diagram depicting the various 	3

		role and functions of GDA	
11. Demonstrate the knowledge of the qualities of a Good General Duty Assistant	1. Qualities of a good General Duty Assistant in the hospital	1. Activities performed by GDA in supporting the healthcare team members 2. Ability to provide personal care	2
Total			25

Unit 2: Role of General Duty Assistant in Patient Care			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
1. Identify the role and functions of Patient care Assistant	1. Essential duties and responsibilities of Patient care assistant	1. Knowledge of maintaining	1
2. Describe the daily care Plan of patient	2. Various activities of patient's daily care routine, including bathing, feeding, excreta disposal, transfer of patients, medication, etc.	1. Prepare a daily care plan for patients	2
3. Identify basic components required for patient comfort	1. Basic components required for patients comfort	1. List various elements that can help in comfort to patients	1
4. Describe the patients safety	1. Various elements of patients safety	1. Patients environment and its components	2
5. Provide for the patients daily care	1. Report any evident changes and appearance 2. Provide care needed by the patient	1. Patient checklist and compare with standard measurements 2. Care needed by the patient	2
6. Identify the qualities of a good Patient care assistant	1. Good qualities of Patient care assistant	1. List the do's and don'ts in healthcare setup 2. Knowledge of medical ethics	1
7. Identify the role of General Duty Assistant implementing care plan	1. Objectives of care plan 2. Role of GDA in preparation and implementation of care plan	1. Enlist the various steps involved in formulating a care plan 2. Identify role General Duty Assistant in formulating care plan	1
8. Demonstrate the knowledge of the role of General Duty	1. Characteristics of a healthy person 2. Various types of diets and their importance with regard to nutrition	1. Various types of diet available in the hospital / home 2. Knowledge of feeding and assisting	2

Unit 2: Role of General Duty Assistant in Patient Care			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
Assistant in feeding a patient		patients with their meals, keeping in view their needs and in a safe and dignified manner	
9. Identify and report vital signs	<ol style="list-style-type: none"> 1. Important vital signs of the body 2. Abnormal vital signs 	<ol style="list-style-type: none"> 1. Knowledge of taking temperature, reading pulse rate and measuring blood pressure 2. Fill the forms for documenting information on vital signs 	2
10. Describe the prepare bed according to the patient's need	<ol style="list-style-type: none"> 1. Features and importance of various types of bed in a hospital 2. Various steps of bed making 3. Roles and functions of General Duty Assistant in bed making 	<ol style="list-style-type: none"> 1. Demonstrate the knowledge of articles used in bed making 2. Demonstrate the steps involved in making of open bed 	2
11. Position the patient according to the need	<ol style="list-style-type: none"> 1. Various positions of patients 2. Therapeutic position 3. Importance of fowler's position 	<ol style="list-style-type: none"> 1. Various position of a patient 2. Procedure (s) for changing the patient's position 	2
12. Demonstrate the knowledge of facts related to old age	<ol style="list-style-type: none"> 1. Different age groups 2. Explain biological aging 3. Enlist the myths and facts about aging 	<ol style="list-style-type: none"> 1. Knowledge of different age groups 2. Differentiate the myths and facts of ageing 3. Biological and psychosocial reasons of ageing 	1
13. Identify the normal changes that occur at old age	<ol style="list-style-type: none"> 1. Enlist the common health problems that old people may suffer 2. Legal needs of the elderly 3. Changes that occur in different systems of body during old age 4. Explain the reasons for caring elderly 	<ol style="list-style-type: none"> 1. Normal changes that occur at old age in different systems and part of the body 2. Knowledge of special needs, emotional support, social support and legal needs required at the old age 	1
14. Demonstrate the knowledge of accomplishing basic needs of elderly people	<ol style="list-style-type: none"> 1. Security and safety needs of an elderly people 2. Enlist any five requisites for better feeding during old age 3. Food and fluid needs of elderly people 	<ol style="list-style-type: none"> 1. Knowledge of thinking and learning abilities of old age people 2. How GDA should communicate with an older patient 	2

Unit 2: Role of General Duty Assistant in Patient Care			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
15. Identify common problems and care of elderly	<ol style="list-style-type: none"> 1. Enlist the common problem of skin and nails in elderly 2. Enumerate the common problems related to sensory organ in old age 3. Common eye problems that may occur in old age 4. Common problems that occur in endocrine glands during old age 	<ol style="list-style-type: none"> 1. Knowledge of common problems in human body systems during old age 2. Knowledge of the role of GDA in providing care according to patients need 	1
16. Demonstrate the knowledge of caring of infants and children	<ol style="list-style-type: none"> 1. Enlist different age group before 18 years of age 2. Explain the stages of learning and thinking abilities amongst infants and children's 3. Explain the importance of nutrition and hydration required for infants and children 4. Safety needs of children 	<ol style="list-style-type: none"> 1. Classify the age groups of children below 18 years 2. Knowledge of growth and development of children, stages of learning and thinking ability of child and their safety aspects 3. Knowledge of nutrition and hydration for infants and children's and special care needed for them 	2
17. Demonstrate the knowledge of goals, cycle and phases of disaster management and emergency response	<ol style="list-style-type: none"> 1. Define disaster 2. Importance of disaster management 3. Phases of disaster management 4. Two preparedness measures that should be taken to avoid an earthquake disaster in a multi-storey residential building 	<ol style="list-style-type: none"> 1. Hazards and risks in a given situation 2. Phases in disaster management 3. Read terms and signage for disaster management 4. Sections of the society which are vulnerable to disasters 	1
18. Demonstrate the knowledge of structure, roles and responsibilities of Emergency Response Team	<ol style="list-style-type: none"> 1. Explain significance of ERT 2. Enlist the members of an ERT 3. Enlist the equipment used by an ERT 4. Explain method of rescue and evacuation drill 5. Benefits of drills 	<ol style="list-style-type: none"> 1. Personal protective equipment used by emergency response team or disaster management team 2. Role of various teams in responding to an emergency in a given situation or accident. 3. Agencies responsible for disaster management 4. Type of search and 	1

Unit 2: Role of General Duty Assistant in Patient Care			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
		rescue operation in a given situation	
19. Demonstrate the knowledge of classification, causes, methods and techniques of extinguishing fire using appropriate equipment	1. Terms: <ul style="list-style-type: none"> - Rescue - Alarm - Extinguish - Evacuate 2. Enlist the fire fighting equipment 3. Explain the classification and causes of fire 4. Methods of extinguishing fire 5. Explain procedures of dealing with fire emergencies 6. Differentiate between fire prevention and fire protection	1. Classify the various types of fires 2. Read and understand the signage for fire safety 3. Demonstrate use of personal protective Equipment 4. Determine the fire type and select appropriate fire extinguisher 5. Perform the technique of extinguishing small fire using portable fire extinguishers	1
Total			25

Unit 3: Customer Service and Public Relation			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
1. Demonstrate the skills to handle customers effectively	1. Customer handling as important part of business cycle 2. Customer needs, preferences and expectations	1. Knowledge of do's and don'ts while handling customers 2. Maintain customer loyalty 3. Build strong relationship with customers 4. Decrease the customer's waiting time	4
2. Demonstrate the skills of taking orders on call	1. Process of taking orders over telephone	1. Do's and don'ts while taking orders over telephone 2. Record and organize the orders accurately	3
3. Demonstrate how to handle customer complaints	1. Typical types of customer complaints 2. Steps of handling customer complaints	1. Record and organize complaints 2. Steps of handling customer complaints: <ul style="list-style-type: none"> • Listening and understanding the complaint • Empathize 	3

Unit 3: Customer Service and Public Relation			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
		<ul style="list-style-type: none"> • Offering the solution • Executing the solution • Taking follow up 	
4. Demonstrate how to answer enquiries	<ol style="list-style-type: none"> 1. Describe steps of answering enquiries 2. State Frequently Asked Questions (FAQs) while enquiries 3. Explain the importance of knowledge of product/ services in answering enquiries 	<ol style="list-style-type: none"> 1. How to answer enquiries in following manner: <ul style="list-style-type: none"> • Acknowledge receipt of an enquiry/request • Explain action taken as a consequence of the enquiry • Make suggestions and justify recommendations • Apologize and reject proposals • Stipulate action requested or to be taken • Establish goodwill and suggest contacts 	4
5. Demonstrate the knowledge of the roles and functions performed by a Medical Receptionist	<ol style="list-style-type: none"> 1. Qualities of a good medical receptionist 2. Tasks performed by a Medical Receptionist 	<ol style="list-style-type: none"> 1. Demonstrate the knowledge of greeting patients and other callers in a courteous and efficient manner 2. Answer telephone calls courteously and as per procedure and norms maintaining medical 	3
6. Demonstrate the knowledge of responding to emergency calls	<ol style="list-style-type: none"> 1. Knowledge of responding to emergency calls 2. Roles and functions of "on call duty doctor" 3. Various equipment available in a 108 emergency service ambulance 	<ol style="list-style-type: none"> 1. Activities in emergency responses 2. Knowledge of routine call and emergency call 	4
7. Demonstrate the knowledge of	<ol style="list-style-type: none"> 1. General stressful situations in hospital 	<ol style="list-style-type: none"> 1. Knowledge of handling people 	4

Unit 3: Customer Service and Public Relation			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
dealing with patients, attendant	2. Factors affecting relationship between a General Duty Assistant and patient's attendant	with emotional stress or emotional outbursts 2. Skills required for General Duty Assistant in managing stressful situation	
Total			25

Unit 4: Human Anatomy, Physiology and Nutrition			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
1. Identify the 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 body 2. Draw diagrams of lungs, urinary system, heart and kidney 3. Roles and functions of various systems of human body	15
2. Demonstrate the knowledge of nutrients in the nutrition and growth of human body	1. Role of various nutrients and vitamins 2. Importance of a balanced diet	1. Food as sources of carbohydrate, protein and fat 2. Knowledge of diseases/disorders caused due to the deficiency of vitamins 3. Knowledge of a balanced diet	10
Total			25

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

Unit 5: Primary Healthcare and Medical Emergency			
Learning Outcome	Theory	Practical	Total Duration (20 Hrs)
		2. Knowledge of responding to a medical emergency	
Total			20

Unit 6: Handling Emergency Services			
Learning Outcome	Theory	Practical	Total Duration (20 Hrs)
1. Receive patient in hospital in emergency condition	1. Emergency Admission procedure 2. Knowledge of discharge procedure	1. Duties of GDA while admitting an emergency patient 2. Qualities to be possessed by GDA while handling emergencies	2
2. Handle and monitor the patient	1. Explain safety and security procedures 2. Significance of command and control system in a hospital 3. Explain triage	1. Maintain patient's triage operation Knowledge of techniques of handling and monitoring patient 2. Draw the human resource hierarchy of the hospital	3
3. Transport the injured patient internally and externally	Internal and external transportation 1. State general principles of transportation 2. Explain the care required before transportation	1. How to carry a loaded stretcher 2. Perform cradles and drag method of lifting 3. Apply different types of tags of triage	2
4. Demonstrate the knowledge of different methods and types of immobilization	Significance of use of splint 1. Explain the types and purpose of traction 2. Methods of skeleton traction 3. Describe spinal decompression	1. Types of casting 2. Different types of splint 3. Immobilize the patient	2
5. Prevent the accidents/injuries in children	1. Term suffocation and choking 2. State the risk factors associated with the child accident at home	1. Hazards and prevention methods for fire, falls, scales, burns, glass related accidents, poisoning, suffocation and choking Knowledge of	3

Unit 6: Handling Emergency Services			
Learning Outcome	Theory	Practical	Total Duration (20 Hrs)
		accidents and the preventive methods	
6. Identify the aims of planning of OT, location, size and different areas of operation theatre	<ol style="list-style-type: none"> 1. Explain about operation theatre 2. Aims of planning of OT 3. State the standard size of OT 4. Explain about different zones of OT with their significance 	<ol style="list-style-type: none"> 1. Knowledge of the size of OT on the basis of surgical facilities 2. Ideal location of OT in hospital 3. Knowledge of various zones of OT 4. Knowledge of procedures to achieve high degree of asepsis in protective zone, clean zone, sterile zone and disposal zone of OT 	2
7. Demonstrate the knowledge of staffing and equipment of OT	<ol style="list-style-type: none"> 1. Staff present in OT 2. Procedure of care of instruments before and after use in operation theatre 3. State the policies and procedures adopted for maintenance of OT 	<ol style="list-style-type: none"> 1. Range of equipment of OT 2. Staff present in the OT with their duties 3. Knowledge of the care of equipment present in the OT 4. Knowledge of importance of schedule, policies and procedures and training of staff of OT 	2
8. Prepare a Patient for Operation Theatre (OT)	<ol style="list-style-type: none"> 1. Duties of GDA in pre-operative preparation of the patient 2. Information to be written on patient wrist band 	<ol style="list-style-type: none"> 1. Knowledge of the vital parameters to be observed before sending the patient in OT 2. Prepare the patient for surgery 	2
9. Render care of the patient in Post-Operative phase	<ol style="list-style-type: none"> 1. Importance of the fowler's position in post-operative care 2. Methods of caring the patient required for surgical incision 3. Different measures for corrections and their causes in case of risk of retention of urine post-operative 	<ol style="list-style-type: none"> 1. Knowledge of care to be rendered by GDA in the post-operative phase 	2
Total			20

Unit 7: Personal Hygiene and First Aid			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
1. Demonstrate good hygiene practice	<ol style="list-style-type: none"> Grooming routines to be followed for personal hygiene Importance of personal hygiene 	<ol style="list-style-type: none"> Practice good personal health and hygiene. Enlist the hygiene routine to be followed to ensure good health Hand washing Demonstrate trimming of nails. 	3
2. Identify factors affecting good health	<ol style="list-style-type: none"> Factors that affect health and prevent diseases 	<ol style="list-style-type: none"> Maintaining routine exercise and good health Prepare a plan for maintaining good physical health 	1
3. Perform hand washing	<ol style="list-style-type: none"> Method of hand washing Importance of washing and maintain good hand hygiene 	<ol style="list-style-type: none"> Hand washing and hygiene practices 	2
4. Demonstrate personal grooming	<ol style="list-style-type: none"> Importance of good appearance and grooming in life and workplace. 	<ol style="list-style-type: none"> Good grooming habits as per norms of healthcare industry. 	2
5. Describe the principles and rules of First Aid	<ol style="list-style-type: none"> Purpose of First Aid Principles of First Aid 	<ol style="list-style-type: none"> Types of health risks and hazards at various departments of hospitals Enlist emergency situations in a hospital Perform Airway, Breathing and Circulation on a dummy 	3
6. Identify facilities, equipment and materials used for First Aid	<ol style="list-style-type: none"> Facilities and materials used for administering First Aid 	<ol style="list-style-type: none"> Enlist the equipment used for First Aid Demonstrate the knowledge of the use of First Aid kit 	3
7. Perform the role of first aider in fever, heat stroke, back pain, asthma and	<ol style="list-style-type: none"> Role and functions of a First Aider 	<ol style="list-style-type: none"> Perform ABC (Airway, Breathing and Circulation) Measure body temperature 	6

Unit 7: Personal Hygiene and First Aid			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
food borne illness		using a digital thermometer	
8. Perform the role of first aider in cuts, bleeding, burns, insect bites and stings, dog bites and snake bites	1. Causes of various types of burns 2. Reasons for using different methods for treating burns	1. Administer first aid for cut and burns in hypothetical situations 2. Demonstrate the knowledge of dealing with insect, dog and snake bite	5
Total			25

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.	Entrepreneurship Development – IV	25
5.	Green Skills – IV	15
Total		110

Sub Unit 1: Communication Skills - IV			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
1. Describe the steps to active listening skills	1. Importance of active listening at workplace 2. Steps to active listening	1. Demonstration of the key aspects of becoming active listener 2. Preparing posters of steps for active listening	15
2. Demonstrate basic writing skills	2. Writing skills to the following: <ul style="list-style-type: none"> • Sentence • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph 	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	10
Total			25

Unit 2: Self-management Skills - IV			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
1. Describe the various factors influencing self-motivation	<ol style="list-style-type: none"> 1. Finding and listing motives (needs and desires); 2. Finding sources of motivation and inspiration (music, books, activities); think expansive thoughts; living fully in the present moment; Dreaming big 	<ol style="list-style-type: none"> 1. Group discussion on identifying needs and desire 2. Discussion on sources of motivation and inspiration 	10
1. Describe the basic personality traits, types and disorders	<ol style="list-style-type: none"> 1. Describe the meaning of personality 2. Describe how personality influence others 3. Describe basic personality traits 4. Describe common personality disorders- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive 	<ol style="list-style-type: none"> 1. Demonstrate the knowledge of different personality types 	15
Total			25

Unit 3: Information and Communication Technology Skills - IV			
Learning Outcome	Theory	Practical	Total Duration (20 Hrs)
1. Perform tabulation using spreadsheet application	<ol style="list-style-type: none"> 1. Introduction to spreadsheet application 2. Spreadsheet applications 3. Creating a new worksheet 4. Opening workbook and entering text 5. Resizing fonts and styles 6. Copying and moving 7. Filter and sorting 8. Formulas and functions 9. Password protection. 10. Printing a spreadsheet. 11. Saving a spreadsheet in various formats. 	<ol style="list-style-type: none"> 1. Demonstration and practice on the following: <ul style="list-style-type: none"> • Introduction to the spreadsheet application • Listing the spreadsheet applications • Creating a new worksheet • Opening the workbook and enter text • Resizing fonts and styles • Copying and move the cell data • Sorting and Filter the data • Applying elementary formulas and 	10

Unit 3: Information and Communication Technology Skills - IV			
Learning Outcome	Theory	Practical	Total Duration (20 Hrs)
		functions <ul style="list-style-type: none"> • Protecting the spreadsheet with password • Printing a spreadsheet • Saving the spreadsheet in various formats. 	
2. Prepare presentation using presentation application	<ol style="list-style-type: none"> 1. Introduction to presentation 2. Software packages for presentation 3. Creating a new presentation 4. Adding a slide 5. Deleting a slide 6. Entering and editing text 7. Formatting text 8. Inserting clipart and images 9. Slide layout 10. Saving a presentation 11. Printing a presentation document. 	<ol style="list-style-type: none"> 1. Demonstration and practice on the following: <ul style="list-style-type: none"> • Listing the software packages for presentation • Explaining the features of presentation • Creating a new presentation • Adding a slide to presentation. • Deleting a slide • Entering and edit text • Formatting text • Inserting clipart and images • Sliding layout • Saving a presentation • Printing a presentation document 	10
Total			20

Unit 4: Entrepreneurship Development - IV			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
1. Identify the general and entrepreneurial behavioural competencies	<ol style="list-style-type: none"> 1. Barriers to becoming entrepreneur 2. Behavioural and entrepreneurial competencies – adaptability/decisiveness, initiative/perseverance, interpersonal skills, organizational skills, stress management, valuing service and diversity 	<ol style="list-style-type: none"> 1. Administering self-rating questionnaire and score responses on each of the competencies 2. Collect small story/ anecdote of prominent successful entrepreneurs 3. Identify entrepreneurial competencies reflected in each story and connect it to the definition of behavioural competencies 4. Preparation of competencies profile of students 	10
2. Demonstrate the knowledge of self-assessment of behavioural competencies	<ol style="list-style-type: none"> 1. Entrepreneurial competencies in particular: self-confidence, initiative, seeing and acting on opportunities, concern for quality, goal setting and risk taking, problem solving and creativity, systematic planning and efficiency, information seeking, persistence, influencing and negotiating, team building 	<ol style="list-style-type: none"> 1. Games and exercises on changing entrepreneurial behaviour and development of competencies for enhancing self-confidence, problem solving, goal setting, information seeking, team building and creativity 	15
Total			25

Unit 5: Green Skills - IV			
Learning Outcome	Theory	Practical	Total Duration (15 Hrs)
1. Identify the role and importance of green jobs in different sectors	<ol style="list-style-type: none"> 1. Role of green jobs in toxin-free homes, 2. Green organic gardening, public transport and energy conservation, 3. Green jobs in water conservation 4. Green jobs in solar and wind power, waste reduction, reuse and 	<ol style="list-style-type: none"> 1. Listing of green jobs and preparation of posters on green job profiles 2. Prepare posters on green jobs. 	15

	recycling of wastes, 5. Green jobs in green tourism 6. Green jobs in building and construction 7. Green jobs in appropriate technology 8. Role of green jobs in Improving energy and raw materials use 9. Role of green jobs in limiting greenhouse gas emissions 10. Role of green jobs minimizing waste and pollution 11. Role of green jobs in protecting and restoring ecosystems 12. Role of green jobs in support adaptation to the effects of climate change		
Total			15

Part B: Vocational Skills

S. No.	Units	Duration (Hrs)
1.	Hospital Management System	25
2.	Sterilization and Disinfection	25
3.	Introduction to Medication	20
4.	Immunization	25
5.	Physiotherapy	30
6.	Bio Waste Management	20
7.	Medical Record	20
Total		165

Unit 1: Hospital Management System			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
1. Describe the role of GDA in admission of patient in hospital	1. Responsibilities of GDA in admitting the patient in hospital 2. Various ways of transporting a patient from OPD to IPD	1. Filling up of patient admission form for admitting the patient in a hospital 2. Performing medical examination of the patient	5
2. Assess the health of the patient	1. Purpose and procedure of the health assessment 2. State effective ways of obtaining health history 3. Major components of	1. Assess the health history of the patient on the basis of previous medical reports	5

Unit 1: Hospital Management System			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
	obstetrical history 4. Importance of culture in the health assessment		
3. Demonstrate the knowledge of significance, purpose and techniques of the physical assessment of the patient	1. Explain the significance and purpose of physical examination 2. Techniques of physical examination viz. • Inspection • Palpation • Percussion • Auscultation • Manipulation	1. Perform physical examination of the patient 2. Use different techniques of the physical examination	4
4. Provide assistance in various examinations of the patient viz. eyes, ears, nose, throat, neck, chest, etc.	1. Role of GDA in assisting the health examination of a patient 2. Precautions to be taken while examining height and weight of the patient 3. Technique for chest and abdomen examination	1. Various positions of the patients while the health of the patient is examined 2. Examination of eyes, ears, nose, throat, neck, chest, etc.	4
5. Collect the specimen of urine, stool, sputum, blood, etc. using different methods	1. Various techniques of collecting the specimen of urine, stool, sputum, blood, etc.	1. Prepare a chart of the prerequisites of collecting specimen of blood, urine and stool 2. Tabulate the safety measures to be adopted while collecting the various specimen of the patient 3. Use of equipment/instruments used in collecting specimen of the patient	4
6. Use various equipment and supplies in furnishing the patient's unit	1. Explain the significance and importance of a waste basket in patient's unit 2. Procedures of bedding standards for the patient	1. Standard sizes of the bed linen Prepare the patient's unit according to patient's needs 2. Different equipment used for patient's comfort Tabulate the classification of equipment/materials on the basis of health status of the patient	3
Total			25

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

Unit 2: Sterilization and Disinfection			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
7. Describe the diseases caused by microorganism	<ol style="list-style-type: none"> 1. Knowledge of disease, pathogen, infection three vertices of the epidemiological triangle? 2. Differentiate 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 	3
8. Demonstrate the knowledge of common human diseases and their causal agents	<ol style="list-style-type: none"> 1. State the 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 	2
9. Demonstrate the knowledge of Hospital Acquired Infections	<ol style="list-style-type: none"> 1. Meaning of Hospital Acquired Infection (HAI) 2. Activities to be performed by GDA for controlling (HAI) 	<ol style="list-style-type: none"> 1. Enlist the common places of infection in the hospital 2. Various causes of HAI 	1
10. Perform disinfection of wards and equipment	<ol style="list-style-type: none"> 1. Physical agents and chemical agents used in disinfection and sterilization 	<ol style="list-style-type: none"> 1. Perform physical methods of sterilization 2. Enlist the common disinfectant used in the hospital 3. Enlist the chemicals used for disinfecting glassware 	2
Total			25

Unit 3: Introduction to Medication			
Learning Outcome	Theory	Practical	Total Duration (20 Hrs)
1. Demonstrate the knowledge of different types of drug delivery system operated in the hospital	<ol style="list-style-type: none"> 1. Types of intravenous drug delivery method 2. Advantages and disadvantages of the various conventional drug delivery systems 	<ol style="list-style-type: none"> 1. Various drug delivery methods 2. Selection of the method of drug delivery in a specific situation 	2

2. Maintain patient's safety and effectiveness in drug delivery	<ol style="list-style-type: none"> 1. Discuss Role of GDA in patient safety. 2. Explain model of patient safety 3. State sources of hazards in patient's safety in different drug delivery systems 	<ol style="list-style-type: none"> 1. Patient's safety measures in drug delivery system 2. Sources of hazards of patient safety in drug delivery system 3. Different safety measure in the hospital in drug delivery system 	2
3. Administer the drug in the patient's body through correct route	<ol style="list-style-type: none"> 1. Different routes of administering the drugs in the patient's body. 2. Explain the importance of internal drug delivery route 	<ol style="list-style-type: none"> 1. Administer any specific drug in the patient's body through correct route Role of GDA in selection of route in drug delivery 	2
4. Demonstrate the knowledge of various drug dosage forms	<ol style="list-style-type: none"> 1. Criteria to choose drug dosage forms. 2. Two main types of capsule. 3. Various drug dosage forms 	<ol style="list-style-type: none"> 1. Dosage formulations 2. Different dosage forms 	2
5. Demonstrate the knowledge of Novel Drug Delivery System	<ol style="list-style-type: none"> 1. Novel drug delivery method. 2. Explain DPI and MDI. 3. Transdermal drug delivery system with its advantage 	<ol style="list-style-type: none"> 1. Different drug given by novel drug delivery method 2. Enlist various novel drug delivery methods 	2
6. Demonstrate the knowledge of controlled drug delivery system	<ol style="list-style-type: none"> 1. Classify the controlled drug delivery system on the basis of mechanism of release 2. Osmotic pressure control system 3. Name the mechanisms used to deliver a drug in controlled time and amount 	<ol style="list-style-type: none"> 1. Use of common drugs in control drug delivery system 2. Classification of controlled drug delivery system Release of control drug to the patient 	2
7. Demonstrate the knowledge of basic principles of drug administration	<ol style="list-style-type: none"> 1. Explain drug administration 2. Classify medicine groups 3. Legal aspects of record keeping 	<ol style="list-style-type: none"> 1. Prepare a complete medication record 2. Seven rights during assisting the drug administration 	2
8. Demonstrate the knowledge of forms and routes of medication	<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 administration 2. Precautions and ontraindications, indication for use, side effects and adverse reaction of medicine 	2
9. Classify the drugs	<ol style="list-style-type: none"> 1. Common side effects of anti- depressant 2. Classification of drugs 	<ol style="list-style-type: none"> 1. Drugs of different categories 2. Use of drug for particular indication 	2

10. Demonstrate the knowledge of drugs of cardiovascular system	<ol style="list-style-type: none"> 1. Enlist the drugs used for disrhythmia 2. Categorize the drugs in treatment of cardiovascular system 	<ol style="list-style-type: none"> 1. Effects and side effects of cardiovascular drugs 2. Use, contraindication and implications of cardiovascular drugs 3. Medicines that fall under the cardiovascular drug category 	1
11. Demonstrate the knowledge of storage and administration of medicine	<ol style="list-style-type: none"> 1. Techniques of disposing a medicine 2. Preventive measures to control the mistakes in drug administration 3. Control measures used to prevent the spread of infection 	<ol style="list-style-type: none"> 1. Safe disposal of medicine 2. Medical errors in drug administration 3. Adopt strategies in prevention of infection in drug administration 	1
Total			20

Unit 4: Immunization			
Learning Outcome	Theory	Practical	Total Duration (25 Hrs)
1. Differentiate between various types of immunity	<ol style="list-style-type: none"> 1. Explain the 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 Immunization 	6
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. Prepare a Immunization calendar for an infant based on date of birth. 	6
3. Identify the key components of universal immunization programme (UIP)	<ol style="list-style-type: none"> 1. Key components of a universal immunization programme (UIP) 	<ol style="list-style-type: none"> 1. Key components of a Universal Immunization Programme 2. Enlist the diseases covered under UIP 	6
4. Identify the key components of pulse immunization programme	<ol style="list-style-type: none"> 1. Key components of a Pulse Immunization Programme 	<ol style="list-style-type: none"> 1. Key components of a Pulse Immunization Programme 	7
Total			25

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

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

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

Unit 7: Medical Records			
Learning Outcome	Theory	Practical	Total Duration (15 Hrs)
1. Prepare complete medical record	2. Explain the purpose of health service planning 3. Explain the significance of documentation in decision analysis 4. Importance of documentation in assuring quality services to patients	1. Importance and purpose of documentation 2. Maintain records according to the purpose 3. Significance of documentation in analyzing the needs of the patient	5
2. Identify the principles of documentation	1. Explain the importance of mentioning the date and time during recording 2. Importance of confidentiality in maintaining medical record of the patient 3. Describe the procedure of making corrections and omissions in healthcare documents	1. Maintaining confidentiality of patient's records/ documents 2. Principles of documentation 3. Maintaining records appropriately	8
3. Demonstrate the knowledge of content of medical documentation	1. Explain LAMA 2. Explain change of shift note 3. Purpose of transfer and discharge note	1. Content of medical documentation 2. Arrange various records in an appropriate sequence 3. Types of entries in preparing medical documentation	4
4. Identify the role of GDA in maintaining record	1. Explain different format and methods of documentation 2. Enlist the documents maintained by the hospital in MLC and RTA cases 3. Explain POMR	1. Types and methods of medical records 2. Maintain records in proper documentation format 3. Maintain medical records for MLC and RTA cases	3
Total			20

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. Advanced Male and Female Catheterization Kit
2. Air Cushion
3. Airway Mannequin
4. Ambu Bag with Mask (Adult)
5. Artery Forceps
6. Auto-loading Stretcher made of aluminum alloy
7. Back Rest
8. Bath Tub
9. Bed Pan
10. Bed Sheet, Blanket, Pillow with Pillow Cover
11. Bed Side Locker
12. Birthing Simulator
13. Call Bell
14. Cardiac Table
15. Cervical Colour Set of Large Medium and Small
16. CPR Mannequin
17. Crash Card
18. Crutch
19. Cupboard
20. Dissecting Forceps
21. Doctors Table

22. Draw Sheet
23. Electronic Blood Pressure Monitoring Machine
24. Enamel Basin
25. Fire Extinguisher (5 KG ABC type)
26. Foot Step
27. Full Body Mannequin – Basic
28. Goggles
29. Gown
30. ICU Bed with Mattress
31. IV Stand
32. Kidney Tray
33. Male Multi-Veno Intravenous Arm
34. Malleable Splint Set (Large Medium and Small)
35. Measuring Glass
36. Nail Cutter
37. Nail Filer
38. Oral care Set
39. Oxygen Cylinder with Connector, Key, Face Mask and Tubing
40. Patient Examination Table
41. Patient Remote Bell
42. Pocket Mask
43. Rubber Sheet (2 x 2 meters)
44. Sand Bag
45. Scissor
46. Scoop Stretcher
47. Simulation Equipment - Mannequins
48. Spine Board
49. Spoon
50. Steel Basin 1 Set (3 Large, 3 Medium, 3 Small)
51. Steel Bowl
52. Steel Glass
53. Steel Jug
54. Steel Plate
55. Steel Tray 1 Set (2 Large, 2 Medium and 3 small)
56. Sterilizer
57. Stethoscope
58. Stop Watch
59. Suction Apparatus
60. Syringe Destroyer and Needle Burner
61. Thermometer
62. Towel
63. Urinal Set (1 Male + 1 Female)
64. Walker
65. Weighing Machine
66. Wheel Chair
67. Wound Care Model Anatomical
68. First Aid Kit

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

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

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

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of 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:

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

OR

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

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

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

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

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

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

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

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

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

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

- (viii) Assess the learning needs and abilities, when working with students with different abilities
- (ix) Identify any additional support the student may need and help to make special arrangements for that support;
- (x) Provide placement assistance

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

Following parameters may be considered during the appraisal process:

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



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