

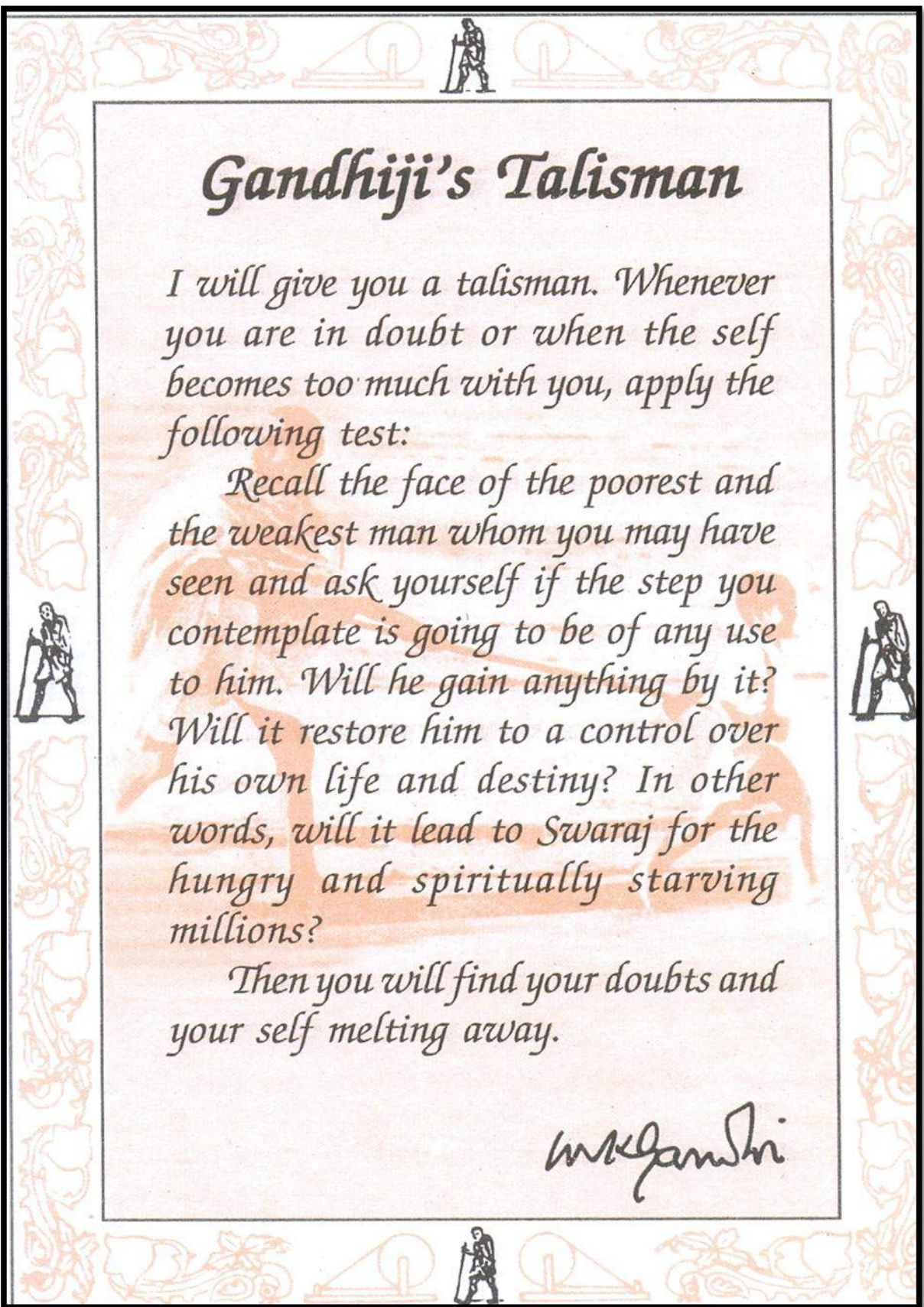
LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

COURSE: Health Care
JOB ROLE: Home Health Aide
(QUALIFICATION PACK: Ref. Id. HSS/Q5102)

Classes IX and X



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

January, 2020

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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 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.

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. 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, 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

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 9th : 200 hrs

Class 10th: 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 9th			
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 Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
Part E	CCE	05	10
	Total	200	100

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

CLASS 10th			
Units		No. of Hours for Theory and Practical =200	Max. Marks for Theory and Practical = 100
Part A	Employability Skills		10
	Unit 1: Communication Skills – II	20	
	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		30
	Unit 1: Immunization	20	
	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 Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
Part E	CCE		10
	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 9th

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 Development – I	15
5.	Green Skills – I	10
Total		75

Sub Unit 1: Communication Skills – I			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Demonstrate knowledge of various methods of communication	1. Methods of communication <ul style="list-style-type: none"> • 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	05
2. Identify elements of communication cycle	1. Meaning of communication 2. Importance of communication skills 3. Elements of communication cycle– <ul style="list-style-type: none"> • sender, • ideas, • encoding, • communication channel, • receiver, • decoding, and • feedback 	1. Draw a diagram of communication cycle 2. Role plays on communication process related to the sector/job role	05
3. Identify the factors affecting our perspectives in communication	1. Perspectives in communication 2. Factors affecting perspectives in communication <ul style="list-style-type: none"> • Visual perception • Language • Past experience • Prejudices • Feelings • Environment 	1. Group discussion on factors affecting perspectives in communication 2. Sharing of experiences on factors affecting perspectives 3. Sharing experiences on factors affecting communication at workplace	05
4. Demonstrate the knowledge of basic writing skills	1. Writing skills related to the following: <ul style="list-style-type: none"> • Phrases • Kinds of sentences • Parts of sentence • Parts of speech • Use of articles • Construction of a paragraph 	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	05
Total			20

Sub Unit 2: Self-management Skills – I			
Learning Outcome	Theory	Practical	Duration (10 Hrs)

1. describe the meaning and importance of self-management	1. meaning of self-management 2. positive results of self-management 3. self-management skills	1. Identification of self-management skills 2. Strength and weakness analysis	05
2. identify the factors that helps in building self-confidence	1. factors that help in building self-confidence – social, cultural, and physical factors 2. self-confidence building tips – getting rid of the negative thoughts, thinking positively, staying happy with small things, staying clean, hygienic and smart, chatting with positive people, etc.	1. Role play exercises on building self-confidence 2. Use of positive metaphors/ words 3. Positive stroking on wakeup and before going bed 4. Helping others and working for community	05
Total			10

Sub Unit 3: Information and Communication Technology Skills – I

Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Describe the role of Information and Communication Technology (ICT) in day-to-day life and workplace	1. Introduction to ICT 2. Role and importance of ICT in personal life and at workplace 3. ICT in our daily life (examples) 4. ICT tools - Mobile, tab, radio, TV, email, etc.	1. Discussion on the role and importance of ICT in personal life and at workplace. 2. Preparing posters / collages for showing the role of ICT at workplace	04
2. Identify components of basic computer system and their functions	1. Computer system - Central Processing Unit (CPU), memory, motherboard, storage devices 2. Hardware and software of a computer system 3. Role and functions of Random Access Memory(RAM) and Read Only Memory(ROM) 4. Role and functions of Central Processing Unit	1. Connecting the cables and peripherals to the Central Processing Unit 2. Starting and shutting down a computer 3. Group discussion on the various aspects of hardware and software	07

	5. Procedure for starting and shutting down a computer		
3. Demonstrate use of various components and peripherals of computer system	1. Peripherals devices and their uses – mouse, keyboard, scanner, webcam, etc. of a computer system	1. Identification of various parts and peripherals of a computer 2. Demonstration and practice on the use of mouse 3. Demonstration and practice on the use of keyboard 4. Demonstration of the uses of printers, webcams, scanner and other peripheral devices 5. Drawing diagram of computer system and labelling it	05
4. Demonstrate basic computer skills	1. Primary operations on a computer system – input, process, storage, output, communication networking, etc.	1. Identification of the various input and output units and explanation of their purposes	04
Total			20

Sub Unit 4: Entrepreneurial Skills - I			
Learning Outcome	Theory	Practical	Duration (15 Hrs)
1. Identify various types of business activities	1. Types of businesses – service, manufacturing, hybrid 2. Types of businesses found in our community 3. Business activities around	1. Prepare posters of business activities found in cities/villages, using pictures 2. Discuss the various types of activities, generally adopted by small businesses in a local community 3. Costing of the product made out of waste 4. Selling of items made from waste materials 5. Prepare list of businesses that provides goods and services in exchange for money	09
2. Demonstrate the knowledge of distinguishing characteristics of entrepreneurship	1. Meaning of entrepreneurship development 2. Distinguishing characteristics of entrepreneurship 3. Role and rewards of entrepreneurship	1. Prepare charts showing advantages of entrepreneurship over wages 2. Group discussions on role and features of entrepreneurship 3. Lectures/presentations	06

Sub Unit 4: Entrepreneurial Skills - I			
Learning Outcome	Theory	Practical	Duration (15 Hrs)
		by entrepreneurs on their experiences and success stories 4. Identify core skills of successful entrepreneur	
Total			15

Sub Unit 5: Green Skills – I			
Learning Outcome	Theory	Practical	Duration (10 Hrs)
1. Demonstrated the knowledge of the factors influencing natural resource conservation	1. Introduction to environment, 2. Relationship between society and environment, ecosystem and factors causing imbalance 3. Natural resource conservation 4. Environment protection and conservation	1. Group discussion on hazards of deteriorating environment 2. Prepare posters showing environment conservation 3. Discussion on various factors that influence our environment	05
2. Describe the importance of green economy and green skills	1. Definition of green economy 2. Importance of green economy	1. Discussion on the benefits of green skills and importance of green economy 2. Prepare a Poster showing the importance of green economy with the help of newspaper/ magazine cuttings	05
Total		34	41
			75

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	1. Different parts of the human body 2. Draw diagrams of digestive system,	

	tissues and bones in human body.	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	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	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

Sub Unit 3: Role of Home Health Aide			
Learning Outcome	Theory	Practical	Duration (25 Hrs)
2. Prepare a daily care Plan of patient	2. Activities of patient's daily special care including bathing, feeding, excreta disposal, transferring patients etc.	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	1. Various elements of patients safety 2. Patients rights and environment 3. Patient safety	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	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.	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	1. Grooming routines to be followed for personal hygiene 2. Importance of personal hygiene	1. Practice good personal health and hygiene. 2. Enlist the hygiene routine to be followed to ensure good health 3. Hand washing 4. Demonstrate trimming of nails.	05
2. Identify factors affecting good Health	1. Factors that affect health and prevent diseases	1. Maintaining routine exercise and good health 2. Prepare a plan for maintaining good physical health	02

Sub Unit 4: Personal Hygiene and First Aid			
Learning Outcome	Theory	Practical	Duration (25 Hrs)
3. Perform hand washing	1. Method of hand washing 2. Importance of washing and maintain good hand hygiene	1. Hand washing and hygiene practices	02
4. Describe the principles and rules of First Aid	1. Purpose of First Aid 2. Principles of First Aid	1. Types of health risks and hazards at various departments of hospitals 2. Enlist emergency situations in a hospital 3. Perform Airway, Breathing and Circulation on a dummy	05
5. Identify facilities, equipment and materials used for First Aid	1. First Aid knowledge of facilities and materials used for administering First Aid.	1. Enlist the equipment used for First Aid 2. Demonstrate the knowledge of the use of First Aid kit	03
6. Perform the role of first aider in cardiac arrest, unconsciousness convulsion fever, heat stroke, back pain, asthma and food borne illness	1. Knowledge of procedure required in emergency First Aid such as CPR.	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	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. 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	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. Enlist the essential components of primary healthcare 3. Enlist the various indicators of the millennium	10

Sub Unit 5: Primary Health Care and Emergency Medical Response			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
		development goals (MDGs) related to health	
1. 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 10th

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.	Entrepreneurship Development – II	10
5.	Green Skills – II	15
Total		75

Sub Unit 1: Communication Skills – II			
Learning Outcome	Theory	Practical	Duration (20 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	05
2. Provide descriptive and specific feedback	1. Communication cycle and importance of feedback 2. Meaning and importance of feedback 3. Descriptive feedback - written comments or conversations 4. Specific and non-specific feedback	1. Constructing sentences for providing descriptive and specific feedback	03
3. Apply measures to overcome barriers in communication	1. Barriers to effective communication – types and factors 2. Measures to overcome barriers in effective	1. Enlisting barriers to effective communication 2. Applying measures to overcome barriers in	04

	communication	communication	
4. Apply principles of communication	<ol style="list-style-type: none"> Principles of effective communication 7 Cs of effective communication 	<ol style="list-style-type: none"> Constructing sentences that convey all facts required by the receiver Expressing in a manner that shows respect to the receiver of the message Exercises and games on applying 7Cs of effective communication 	03
5. Demonstrate basic writing skills	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> Demonstration and practice of writing sentences and paragraphs on topics related to the subject 	05
Total			20

Sub Unit 2: Self-management Skills – II

Learning Outcome	Theory	Practical	Duration (10 Hrs)
1. Apply stress management techniques	<ol style="list-style-type: none"> Meaning and importance of stress management Stress management techniques – physical exercise, yoga, meditation Enjoying, going to vacations and holidays with family and friends Taking nature walks 	<ol style="list-style-type: none"> Exercises on stress management techniques – yoga, meditation, physical exercises Preparing a write-up on an essay on experiences during a holiday trip 	06
2. Demonstrate the ability to work independently	<ol style="list-style-type: none"> Importance of the ability to work independently Describe the types of self-awareness Describe the meaning of self-motivation and self-regulation 	<ol style="list-style-type: none"> Demonstration on working independently goals Planning of an activity Executing tasks in a specific period, with no help or directives Demonstration on the qualities required for working independently 	04
Total			10

Sub Unit 3: Information and Communication Technology Skills– II			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Distinguish between different operating systems	1. Classes of operating systems 2. Menu, icons and task bar on the desktop 3. File concept, file operations, file organization, directory structures, and file-system structures 4. Creating and managing files and folders	1. Identification of task bar, icons, menu, etc. 2. Demonstration and practicing of creating, renaming and deleting files and folders, saving files in folders and sub-folders, restoring files and folders from recycle bin	17
2. Apply basic skills for care and maintenance of computer	1. Importance and need of care and maintenance of computer <ul style="list-style-type: none"> • Cleaning computer components • Preparing maintenance schedule • Protecting computer against viruses • Scanning and cleaning viruses and removing SPAM files, temporary files and folders 	1. Demonstration of the procedures to be followed for cleaning, care and maintenance of hardware and software	03
Total			20

Sub Unit 4: Entrepreneurial Skills – II			
Learning Outcome	Theory	Practical	Duration (15 Hrs)
1. List the characteristics of successful entrepreneur	1. Entrepreneurship and society 2. Qualities and functions of an entrepreneur 3. Role and importance of an entrepreneur 4. Myth about entrepreneurship 5. Entrepreneurship as a career option	1. Writing a note on entrepreneurship as career option 2. Collecting success stories of first generation and local entrepreneurs 3. Listing the entrepreneurial qualities – analysis of strength and weaknesses 4. Group discussion of self-qualities that	15

		students feel are needed to become successful entrepreneur	
		5. Collect information and related data for a business	
		6. Make a plan in team for setting up a business	
Total			15

Sub Unit 5: Green Skills – II			
Learning Outcome	Theory	Practical	Duration (10 hrs)
1. Demonstrate the knowledge of importance, problems and solutions related to sustainable development	1. Definition of sustainable development 2. Importance of sustainable development 3. Problems related to sustainable development	1. Identify the problem related to sustainable development in the community 2. Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage 3. Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and protection of environmental values 4. Preparing models on rain water harvesting, drip / sprinkler irrigation, vermin-compost, solar energy, solar cooker, etc.	10
Total	38	37	75

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	1. Meaning of Immunity 2. Differentiate between innate and adoptive immunity 3. Differentiate between passive & active immunity	1. Differentiate between Bacteria and Virus 2. Prepare a sample of Immunization	05
2. Prepare immunization schedule chart	1. Importance of immunization 2. Side effects of immunization 3. Various aspects of Immunization schedule chart	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	1. Key components of a universal immunization programme (UIP) 2. Enumerate national health programme	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	1. Key components of a Pulse polio Immunization Programme	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	1. Drug administration 2. Classify medicine groups 3. Legal aspects of record keeping and documentation	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	1. Enlist different forms of medicine 2. Importance of forms v/s route in drug administration 3. Read the instruction on the label of the medicine 4. Various signs of allergy 5. Meaning of standard abbreviation used in the medication chart	1. common forms and routes of drug 2. Contraindication and indication for use and side effects of drugs.	04

3. Classify the drugs	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.	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	1. Introduction of Physiotherapy. 2. Holistic approach used in physiotherapy 3. Basic principles of physiotherapy	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.	1. Introduction of Body mechanics 2. Moving and positioning of patient	1. Role play the patient safely move 2. Different positions of patient medical treatment.	03
6. Demonstrate the knowledge of breathing and coughing exercises	1. Procedure of coughing and breathing exercise 2. Working of trifle	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	1. Introduction different age groups and biological aging. 2. Common health problems in old age people	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	1. Changes that occur in different systems of body during old age 2. Legal needs of the elderly 3. Reasons for caring elderly	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
3. Demonstrate the knowledge of accomplishing basic needs of elderly people	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	1. Thinking and learning abilities of old age people 2. Home Health Aide should communicate with an older patient	04

Sub Unit 3: Geriatric and Child Care			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
	of elderly people		
4. Demonstrate the knowledge of significance, purpose and techniques of the physical assessment of the patient	<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 	03
5. Provide assistance in various examinations of the patient viz. eyes, ears, nose, throat, neck, chest, etc.	<ol style="list-style-type: none"> 1. Role of 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. 	05
6. 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. 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 	04

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 Colur 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 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:

- 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

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शिक्षण ऽ मूलमन्त्रं



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