

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

COURSE: Health Care

JOB ROLE: Frontline Health Worker

(QUALIFICATION PACK: Ref.Id.HSS/8601)

Classes 11th and 12th



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

Shyamla Hills, Bhopal- 462 002, M.P., India

<http://www.psscive.nic.in>

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

COURSE: Health Care

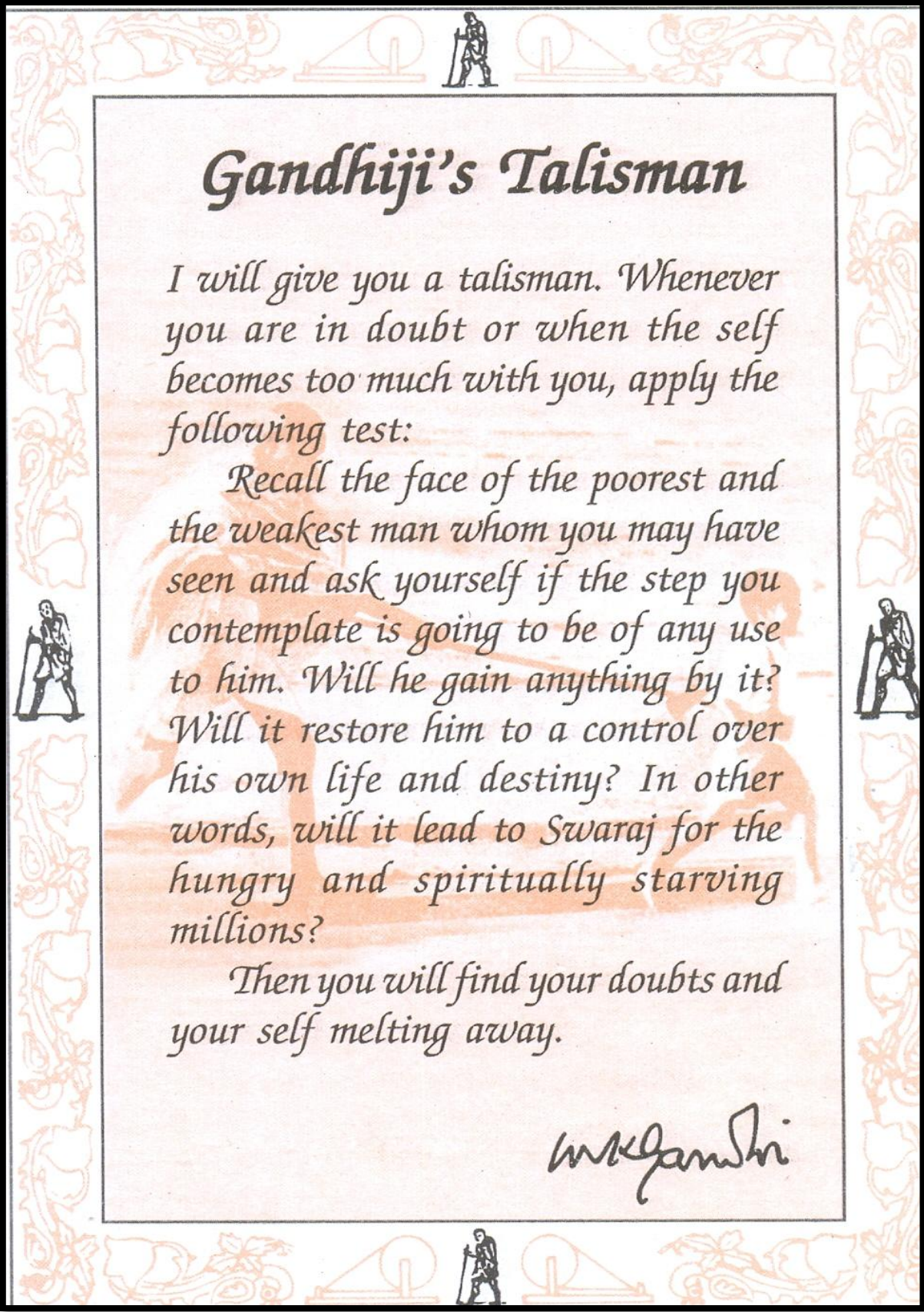
JOB ROLE: Frontline Health Worker

(QUALIFICATION PACK: Ref.Id.HSS/8601)

Classes 11th and 12th



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
Shyamla Hills, Bhopal- 462 002, M.P., India



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

**LEARNING OUTCOME BASED VOCATIONAL
CURRICULUM**

Health Care – Frontline Health Worker

January, 2020

© PSSCIVE, 2020

<http://www.psscive.nic.in>

No part of this work may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without written permission from the Publisher, with the exception of any material supplied specifically for the purpose of being used by the purchaser of the work.



PATRON

Prof. H.K. Senapathy, Ph.D.,
Director, National Council of Educational
Research and Training (NCERT),
New Delhi

Prof. Rajesh Khambayat, Ph.D
Joint Director
PSS Central Institute of Vocational Education,
Bhopal

Published by:

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

COURSE COORDINATOR

Prof. A. Nayak, Head
Department of Health & Paramedical
Sciences, PSSCIVE, Bhopal

FOREWORD

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

It is a matter of great pleasure to introduce this learning outcome based curriculum as part of the vocational training packages for the job role of Frontline Health Worker. 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 is 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 *Samagra Shiksha* 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 *Samagra Shiksha* 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 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 has been reviewed by Dr. Deepak Raut, Director, Mrs Rosy Joseph Pullan, Nursing Officer, National Institute of Public Health Training and Research, Mumbai and Professor Hem Chandra, Vice Chancellor, HNB Uttarakhand Medical Education Univesity, Dehradun also duly acknowledged.

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

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

PSSCIVE Team

CONTENTS

S.No.	Title		Page No.		
	Foreword		(i)		
	Preface		(ii)		
	Acknowledgement		(iv)		
1.	Course Overview		1		
2.	Scheme of Units		2		
3.	Teaching/Training Activities		3		
4.	Assessment and Certification		4		
5.	Unit Content	CLASS 11			
		Part A	Employability Skills		
			Unit 1: Communication Skills – III	7	
			Unit 2: Self-management Skills - III	7	
			Unit 3: Information and Communication Technology Skills – III	8	
			Unit 4: Entrepreneurship Development – III	8	
			Unit 5: Green Skills – III	9	
		Part B	Vocational Skills		
			Unit 1: Community Health and Public Health	10	
			Unit 2: Roles and Responsibilities of Frontline Health Worker	11	
			Unit 3: Records and Registration, Health Information and Workplace protocol	12	
			Unit 4: VHSNC, TSP and Bio-medical Waste	13	
			Unit 5: National Health Programs	13	
			Unit 6: Personal Hygiene, Infection Control and Prevention		
				CLASS 12	
		Part A	Employability Skills		
			Unit 1: Communication Skills – IV	16	
			Unit 2: Self-management Skills – IV	17	
			Unit 3: Information and Communication Technology Skills – IV	17	
			Unit 4: Entrepreneurship Development – IV	19	
			Unit 5: Green Skills – IV	19	
		Part B	Vocational Skills		
			Unit 1: Adolescent Care, STD and Family Planning	20	
	Unit 2: Pregnancy and Care	21			
	Unit 3: Maternal, Newborn and Young Children Healthcare	22			
	Unit 4: Emergency Medical Response and Management of Minor Ailments or Injuries	23			
6.	Organisation of Field Visits		28		
7.	List of Equipment and Materials		29		
8.	Vocational Teacher's/ Trainer's Qualification and Guidelines		30		

1. COURSE OVERVIEW

COURSE TITLE: Health Care

A Frontline health workers are those directly providing services where they are most needed, especially in remote and rural areas. They are the first and often only link to essential health services for millions in developing countries. Many are community health workers, nurses, midwives, local pharmacists, doctors working directly in communities. Properly trained and supported frontline health workers have the potential to save millions of lives.

Frontline health workers provide services directly to communities, especially in remote and rural areas. They are the first—and often only—link to essential health services for millions of people. They provide lifesaving care and treatment, and investments in their training and ongoing support lead to tremendous

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

- Assist the Village Health, Sanitation and Nutrition Committee
- Counsel women on contraception and prevention of common infections and reproductive tract infection (RTI) /Sexually transmitted infection (STI)
- Provide healthcare services to adolescents
- Counsel women on nutritional and health needs of young children
- Provide antenatal Counselling
- Provide postnatal Counselling
- Counsel women on new-born care and immunisation
- Counsel women on childlessness and abortion related issues
- Provide primary care and counselling for infectious diseases
- Provide primary medical care for minor ailments and first aid for minor injuries
- Undertake timely referrals and escort patients to a hospital where required

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.

COURSE DURATION: 600hrs

Class 11 : 300hrs

Class 12 : 300hrs

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 11th and 12th opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 11th is as follows:

CLASS 11th			
Units		No. of Hours for Theory and Practical =300	Max. Marks for Theory and Practical = 100
Part A	Employability Skills		
	Unit 1: Communication Skills – III	25	10
	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	
	Total	110	
Part B	Vocational Skills		
	Unit 1: Community Health and Public Health	27	30
	Unit 2: Role and Responsibilities of Frontline Health Worker	20	
	Unit 3: Records and Registration, Health Information and Workplace protocol	20	
	Unit 4: VHSNC,TSP and Bio-medical Waste	23	
	Unit 5: National Health Programs	40	
	Unit 6: Personal Hygiene, Infection Control and Prevention	30	
	Total	160	
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	10	05
	Total	20	15
Part E	Continuous Comprehensive Evaluation		
	Total	5	10
	Total	300	100

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

CLASS 12th			
Units		No. of Hours for Theory and Practical =300	Max. Marks for Theory and Practical = 100
Part A	Employability Skills		
	Unit 1: Communication Skills – IV	25	10
	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	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Adolescent Care, STD and Family Planning	55	30
	Unit 2: Pregnancy and Care	25	
	Unit 3: Maternal, Newborn and Young Children Healthcare	55	
	Unit 4: Emergency Medical Response and Management of Minor Ailments or Injuries	25	
	Total	160	30
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	10	05
	Total	20	15
Part E	Continuous Comprehensive Evaluation		
	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

Sub Unit 1: Communication Skill - III			
Learning Outcome	Theory	Practical	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	1. Communication styles-assertive, aggressive,	1. Observing and sharing communication styles of	

styles	passive-aggressive, submissive, etc.	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: <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

Sub Unit 2: Self-management - III			
Learning Outcome	Theory	Practical	Duration (25Hrs)
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

Sub Unit 3: Information and Communication Technology - III			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Create a document on word processor	<ol style="list-style-type: none"> 1. Introduction to word processing. 2. Software packages for word processing. 3. Opening and exiting the word processor. 4. Creating a document 	<ol style="list-style-type: none"> 1. Demonstration and practice of the following: <ul style="list-style-type: none"> • 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	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Demonstration and practising the following: <ul style="list-style-type: none"> • 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

Sub Unit 4: Entrepreneurship Development - III			
Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Describe the significance of entrepreneurial values and attitude	<ol style="list-style-type: none"> 1. Values in general and entrepreneurial values 2. Entrepreneurial value orientation with respect to innovativeness, independence, outstanding performance and respect for work 	<ol style="list-style-type: none"> 1. Listing of entrepreneurial values by the students. 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	<ol style="list-style-type: none"> 1. Attitudes in general and entrepreneurial attitudes 2. Using imagination/ 	<ol style="list-style-type: none"> 1. Preparing a list of factors that influence attitude in general and 	

changes required to become an entrepreneur	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	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

Sub Unit 5: Green Skills - III			
Learning Outcome	Theory	Practical	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.	Community Health and Public Health	27
2.	Roles and responsibilities of frontline health worker	20
3.	Records and Registration, Health Information and Workplace protocol	20
4.	VHSNC, TSP and Bio-medical Waste	23
5.	National Health Programs	40
6.	Personal Hygiene, Infection Control and Prevention	30
Total		160

Sub Unit 1: Community Health and Public Health			
Learning Outcome	Theory	Practical	Duration (27 Hrs)
1. Describe concept of Community and public health	1. Community health and public health:- Definition, concepts, background and scope, importance, audience entered philosophy.	1. List out health indicators to measure burden of disease in community. 2. Comply factors that affect health of community or person. 3. Enlist the various indicators of diseases in community.	7
2. Explain objectives and facilities of NRHM	1. NRHM- concept, objectives, Healthcare Service Providers/ Facilities, concept of ASHA	1. Figure out prevalence of diseases in Indian population. 2. Visit public health sectors to enlist functioning and facilities of NRHM and role of health workers.	7
3. Counsel community persons for balanced diet and healthy life style	1. Nutrition for healthy body and during life cycle.	1. Prepare RDA chart and principles of balanced diet for different age group persons.	13
Total			27

Sub Unit 2: Roles and responsibilities of Frontline Health Worker			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Demonstrate role of Frontline health Workers as community workers	1. Role of FHW as a health-activist- like home visits, attending VHND, visits to healthcare facility, holding VHSNC meetings, maintain records, etc. 2. General and professional standards relating to FHW	1. Visit public health care centers and observe role and responsibilities of community health workers & observe skill and knowledge of health workers	6

2. Perform duties of maternal and child care and social mobilisation	1. Duties performed by a FHW in following areas:-Maternal care, Newborn care, Child care, Nutrition, Controlling of infections, Social mobilization	1. Attend meeting of VSHC and watch their functioning. 2. Perform group activity for child and maternal health care as role play	7
3. Develop village health plan and counsel community on different health aspects.	1. FHW in performing following tasks- Developing village health plan, communicating health behaviour change, explaining role of other community health workers; Counselling community, Proper referral and escorting patient to the medical facility. Primary medical care to local community, Acting as depot holders for outline the activities of FHW.	1. Develop village health plan for your community 2. Outline major responsibilities of Frontline health worker	7
Total			20

Sub Unit 3 : Records and Registration, Health Information and Workplace protocol

Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Perform documentation works related to Records and Registration	1. Community records types, importance of maintaining records. 2. Types of registers used in the community- Birth, Death, Marriage, Epidemic registers importance of maintaining registers. Registering cases of any disease outbreak, ante-natal check-ups, immunization of the pregnant women, immunization	1. Visit community health centre and observe track of all births, still births and deaths in the village in the course of home visits and other daily work. 2. Prepare sample register for Birth, Death, Marriage, Epidemic disease in community.	9

2. Communicate clearly with fellow health care workers	1. Health information- Co-ordinating among fellow health care professionals, networking with the various health workers present in the village, effective reporting, 2. concept of health communication, opportunities in the domain of health communication.	1. Perform group activity as role play for medical communication between FHW and ANM/GNM and ASHA worker or any govt. Health facilitator 2. Outline skills required for effective communication	6
3. Follow workplace protocols	1. Meaning of relations and types of relationship, effective working relationships, effect of boundary violation in technician client relationships, 2. Workplace protocol.		5
Total			20

Sub Unit 4: VHSNC, TSP and Bio-medical Waste

Learning Outcome	Theory	Practical	Duration (23 Hrs)
1. Explain functions and objectives of Village Health, Sanitation and Nutrition Committee (VHSNC)	1. Village Health, Sanitation and Nutrition Committee (VHSNC) - roles, responsibilities, objectives. Concept of village Health and Nutrition Day	1. Prepare for the Village Health Plan by observing and prioritising health, nutrition and sanitation needs of the community.	7
2. Describe concept and activities of Total Sanitation Program	1. Total Sanitation Program- concept, strategy, aims, implementation process of toilets formation at home 2. Waste Management - Areas of bio medical waste generation	1. Conduct Information, Education and Communication (IEC) activities to promote sanitation	7
3. Demonstrate the knowledge of the sources and disposal methods of bio-medical waste	1. Bio-medical Waste- concept, categories, sources, needs risks involved in poor hospital, Method of disposing, colour coding criteria	1. Enlist various sources of bio-medical waste in hospitals 2. Visit to a hospitals and watch disposal techniques of different bio- medical waste	9
Total			23

Sub Unit 5: National Health Programs			
Learning Outcome	Theory	Practical	Duration (40 Hrs)
1. Explicate various National Health Programs and their features	1. National Health Programs;- RNTCP, National Anti-Malaria Program, National AIDS Control Program, National Program for Control of Blindness, National Mental Health Program, National Program for Prevention and Control of Diabetes, Cardiovascular Diseases and Stroke,	1. Collect treatment and Visit to government hospital and public health care centre, ICTC, ANC AND PNC centres and observe the functioning.	14
2. Explain various National Health Programs with reference to non-communicable disease.	1. Various National Vector Borne Disease Control Programs- Anti larva , anti adult measures, Dry-day. 2. Communicable diseases- referral and isolation. Screening of leprosy patients and their referral. 3. Monitoring and Reporting the incidence and prevalence of disease outbreaks Follow-up during and after treatment like DOTS. 4. Role of FHW in diagnosis, early treatment and identification of complications of diseases. 5. Screening of non-communicable diseases-Diabetes, hypertension, cancer, tobacco addiction and others	1. Prepare awareness brochures of RNCTP and DOTS treatment. 2. Visit DOT centre and note the functioning and facilities available for TB patients.	10
3. Enumerate national immunization schedule	1. Importance of immunization, national immunization schedule, Cold chain maintenance and its importance, storage and transport 2. Methods of prevention and early	1. Prepare chart of National Immunization Schedule. 2. Visit immunization unit and note its maintenance.	9

	diagnosis, treatment and detection of complications for diseases like diarrhoea, acute respiratory infections and fever etc.		
4. Describe AYUSH curative aspects and importance	1. Importance of primary healthcare, Various indicators of the millennium development goals (MDGs) related to health, AYUSH-concept, objective, curative aspect and remedies in AYUSH, importance of Yoga in augmenting health.	1. Visit AYUSH hospitals and observe various modes treatments and facilities extended for common ailments 2. Enlist millennium development goals (MDGs) related to health	7
Total			40

Sub Unit 6: Personal Hygiene , Infection Control and Prevention			
Learning Outcome	Theory	Practical	Duration (30 Hrs)
1. Demonstrate good hygiene practice. 2. Explain infection causative factors and process of transmission.	1. Personal hygiene, hand hygiene-Importance, Cough hygiene, good hygiene practices, Factors affecting health and preventing diseases. 2. Types of microorganisms- bacteria and viruses causing diseases in human, 3. Definition of disease, Process of infection, Pathogen,	1. Enlist the hygiene routine to ensure good health 2. Demonstrate trimming of nails and Hand washing 3. Prepare a chart showing process of infection	10
3. Differentiate Between epidemic and outbreak.	1. epidemiological triangle, 2. Unknown aetiology, epidemic and outbreak-basic concept, early warning signs. Identification of outbreak-clustering of cases, increase in number of cases, import or migration of cases.	1. Make diagram of three vertices of epidemiological triangle 2. Visit hospitals and health centers to observe functioning in prevention and management of endemic dangers	10

4. Enumerate preventive aspects and disinfection	3. Concurrent and terminal disinfection, fumigation with sulphur. Disinfection of- rubber goods, contaminated gloves, syringes and needles. Procedure of removing different kinds of stains, Roles and responsibilities of FHW in infection control in house and community.	1. Collect pictures of personal protective clothing and equipment	10
Total			30

CLASS 12th

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			Duration (25Hrs)
Learning Outcome	Theory	Practical	Duration (25Hrs)
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
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

Sub Unit 2: Self-management Skills - IV			
Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Describe the various factors influencing self-motivation	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	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	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	1. Demonstrate the knowledge of different personality types	15
Total			25

Sub Unit 3: Information and Communication Technology Skills - IV			
Learning Outcome	Theory	Practical	Duration (20Hrs)
1. Perform tabulation using spreadsheet application	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.	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 functions • Protecting the 	10

Sub Unit 3: Information and Communication Technology Skills - IV			
Learning Outcome	Theory	Practical	Duration (20Hrs)
		spreadsheet with password <ul style="list-style-type: none"> • 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

Sub Unit 4: Entrepreneurship Development - IV			
Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Identify the general and entrepreneurial behavioural competencies	1. Barriers to becoming entrepreneur 2. Behavioural and entrepreneurial competencies – adaptability/decisiveness, initiative/perseverance, interpersonal skills, organizational skills, stress management, valuing service and diversity	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	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	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	Duration (15 Hrs)
1. Identify the role and importance of green jobs in different sectors	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 recycling of wastes, 5. Green jobs in green	1. Listing of green jobs and preparation of posters on green job profiles 2. Prepare posters on green jobs.	15

	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.	Adolescent Care, STD and Family Planning	55
2.	Pregnancy and Care	25
3.	Maternal, Newborn and Young Children Healthcare	55
4.	Emergency Medical Response and Management of Minor Ailments or Injuries	25
Total		160

Sub Unit 1: Adolescent Care, STD and Family Planning			
Learning Outcome	Theory	Practical	Duration (55 Hrs)
1. Comprehend changes during adolescence and its management	1. Changes occurring in adolescence- psychosocial & hormonal. Major issues faced by adolescence males in and its management. 2. Phenomenon of menstruation and personal hygiene during it, Pre-Menstrual Syndrome (PMS) counselling, anaemia, Color coding of iron tablet Nutrition during adolescence. 3. Components of School Health Program, annual health appraisals, check-ups health cards 4. Roles and responsibilities of	1. Discuss in groups on the changes occurring during puberty. 2. Counsel adolescent girls on changes to expect related to menstruation, especially Pre-menstrual syndrome. 3. Counsel adolescent girls and community members on myths related to menstruation. 4. Advice adolescent girls on proper hygiene and cleanliness related	20

Sub Unit 1: Adolescent Care, STD and Family Planning			
Learning Outcome	Theory	Practical	Duration (55 Hrs)
	FHW in implementation of school health program.	to menstruation. 5. List out vending machines available at public places so as to maintain a constant supply of sanitary napkins	
2. Understand concept and management of mental hygiene	1. Mental health and illness-causes, counselling and therapy. Mental hygiene - restoration	1. Role play in discussing various mental illness and its management	10
3. Understand RTI and STD and its management.	1. Reproductive Tract infections and Sexually Transmitted infections, basic concept and difference between HIV/AIDS, modes of transmission of HIV infection, preventive methods, 2. Roles and responsibilities of FHW in prevention and care of STIs/RTIs and HIV/AIDS.	1. Advise women on proper hygiene and cleanliness related to sexual and reproductive health. 2. Disseminate information about prevention of RTIs/HIV/AIDS through posters and charts.	15
4. Specify various methods of family planning and their various aspects.	1. Family planning-concept, cafeteria approach, various temporary and permanent methods of family planning, merits of adopting family planning. 2. Infertility - concept of fertility and referral.	1. Outline various methods of contraception 2. Find out the facilities where sterilisation services such as No-Scalpel Vasectomy and female sterilisation are available nearby health centres.	10
Total			55 hrs

Unit 2: Pregnancy and Care			
Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Explain diagnosing method of pregnancy, concept of abortion and its ill-effects.	<ol style="list-style-type: none"> 1. Diagnosing pregnancy using Nischay kit, Last Menstrual Period (LMP) and Expected Date of Delivery (EDD), Concept of unsafe abortions, ill-effects, care during post-abortion period, Medical Termination of Pregnancy, discouraging 2. Gender determination and female foeticide, Functions of an FHW while handling patients who underwent MTP. 	<ol style="list-style-type: none"> 1. Calculate expected date of delivery for pregnant women nearby your locality. 2. Discuss about the dangers of unsafe abortion in group. 3. Make diagram of Menstrual cycle. 	5
<ol style="list-style-type: none"> 2. Conceptualize stages of foetal growth. 3. Elucidate antenatal care plan and importance of immunization 	<ol style="list-style-type: none"> 1. Identify needs and care in the pregnancy period, Prenatal advice on diet, personal hygiene, drugs, safeguarding from radiation (x-ray, warning signs, mental, methods of home care during pregnancy. 2. Motivating community for Antenatal visits-physical examination, laboratory examinations, ultrasound, iron and folic acid supplementation, immunization against tetanus, etc. 	<ol style="list-style-type: none"> 1. Enlist drugs and chemical to be avoided during pregnancy and lactation. 2. Illustrate antenatal visit chart and stages of foetus growth. 	10
4. Manage various health issues and nutritional requirement during pregnancy.	<ol style="list-style-type: none"> 1. Health issues and care during pregnancy- anemia, malaria, gestational diabetes, problems pre-eclampsia, obesity and danger signs during the pre-natal, antenatal, intra-natal period and escort for appropriate and timely referral. 2. Nutrition during pregnancy. Roles and responsibilities of an FHW in taking care of a woman in pre-natal, antenatal, intra-natal, care of vulnerable mothers, birth preparedness, key points to be taken care of during delivery. Follow-up with pregnant women 	<ol style="list-style-type: none"> 1. Outline oral nutritional supplementation schedule for pregnant women. 2. Suggest recipes to meet extra nutritional requirements of pregnant women for a day. 	10
Total			25

Unit 3: Maternal, Newborn and Young Children Healthcare			
Learning Outcome	Theory	Practical	Duration (55 Hrs)
1. Understand post-natal complications and identify signs of high –risk baby. 2. Counsel mother and family for postnatal health care and maintenance of hygiene.	1. Prevention of complications in the post-natal period, Psychological make-up of mother 2. Neonatal examination and identify the criteria for high –risk babies. 3. Principles and methods of newborn care, cleanliness and hygiene, while referring the newborn to a health facility, effectively weighing the baby. Motivating community for institutional births	1. Visit nearby NRC and observe counselling of mother for cleanliness and hygiene.	10
	1. Health education to the mother and the family, obstetric emergencies and enable appropriate referral for emergencies, Maternal Health Cards 2. Management of various neonatal health hazards like asphyxia, neonatal sepsis, iodine deficiency and Promoting health behaviour in the children under-five. Effective toilet training, education at school, Vaccination till 10 years age.	1. Visit health centres and enlist benefits given to mother and child. 2. Prepare charts and posters to aware community about maternal and child care	20
3. Identify and manage malnutrition and nutritional requirements of lactating mothers	1. Nutrition during lactation, childhood, exclusive breastfeeding, complementary foods, nutritional practices during infancy and childhood. 2. Malnutrition- identification of SAM, MAM children, categories, growth monitoring chart, causes, ,Prevention and treatment of malnutrition, Role of Nutritional rehabilitation Centre, Phases of treatments- stabilisation, transition and rehabilitation. F ₇₅ and F ₁₀₀ Diet. 4. Nutrition Day programs, ICDS schemes-AWC Facilities for mother and children.MDM program. 5. Role and responsibilities of FHW in taking care of nutrition in children.	1. Counsel mother for nutritional practices required for self and child. 2. Identify various government programmes for care of mothers and children	25
Total			55 Hrs

Sub Unit 4 : Emergency Medical Response and Management of Minor Ailments or Injuries			
Learning Outcome	Theory	Practical	Duration (25Hrs)
1. Understand medical emergency and Demonstrate CPR	1. Medical emergency situations, Concept of basic life support and emergency medical response, 2. Steps of carrying out CPR on an adult, CPR using defibrillator, management of convulsion, needle stick injuries and their prevention.	1. Perform early recognition and call for help 2. Responding to a medical emergency 3. Perform ABC 4. (Airway, 5. Breathing and 6. Circulation)	15
2. Perform the role of first aider in cardiac arrest, unconsciousness	1. Principles of primary care and its components, various minor illnesses and their management, viral illnesses and their management, ways of injury occurrence and prevented, 2. First aid management of the minor injuries. Basic care and treatment for wounds, bites, burns, maintenance of Home Medicine Box.	1. Prepare first-aid box for your home 2. Provide first aid for wounds, animal bites and burns. 3. Provide primary care for coughs, colds, fever and diarrhoea. 4. Refer patients to the appropriate medical facility when required.	10
Total			25 Hrs

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 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. Maternal care-contraceptive devices, Nischay kit, gloves, vaginal speculum, sponge holding forceps, artery forceps, gowns, gauze, dilators, episiotomy scissors, delivery forceps, hooked forceps, mosquito forceps.
 2. Hand sanitizers, PPE, Hand washing techniques, sterilizer, disinfectants.
 3. Neonatal care equipment like radiant warmer, weighing scale, pump suction, thermometer-clinical and digital, syringes, oxygen catheter, cotton.
 4. Drugs-oxytocin, drotin, buscopan, perinorm, diazepam, methergin, misoprostol, Lasix, dexamethasone, vitamin-K, iron and folic acid tablets, gentamycin, ampicillin, abortifacient medicines and a tray containing emergency drugs.
 5. Samples of various medicines or kits used in national health programmes like DOTS, Snellen's Chart, insulin kit, etc.
 6. Various sample vaccines like TT & ice bags for storage.
 7. First aid box/Home medicine box/Primary care medicine box containing samples of various medicines for minor ailments, minor injuries and AYUSH primary care.
 8. Others: normal delivery kit, standard surgical set, equipment for new born care and neonatal resuscitation, IUCD insertion kit, vaccines, cold-boxes, syringes, (5ml, 10 ml, 20 ml, 50 ml.), needles of various girth, refrigerator, oxygen mask, sterile gloves, Cheatle's forceps, IV cannula, phototherapy unit, stethoscope, BP Apparatus, measuring tape, weighing scale, Different coded colour bins, Community bags.
 9. Samples of various types of records and registers available in the community.
 10. Emergency kits, mannequins, defibrillator, AED's.
 11. Flash cards, e-modules, flannel board charts, Training materials
-

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 OR Midwifery (4 years) OR 3½ years Diploma in GNM with one year experience	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 (year)) Age relaxation to be provided as per Govt. rules.

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

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

The State may engage Vocational Teachers/Trainers in schools approved under the component of Vocationalisation of Secondary and Higher Secondary Education under 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.

9. LIST OF CONTRIBUTORS

1. Dr. Sudha Tiwari, Nutrition Consultant, Department of Health and Paramedical Science PSS Central Institute of Vocational Education (PSSIVE), Shyamala Hills , Bhopal – 462013, M.P India.
2. Mr. Rahul Deshmukh, Nursing Consultant, Department of Health and Paramedical Science PSS Central Institute of Vocational Education (PSSIVE), Shyamala Hills , Bhopal – 462013, M.P India.
3. Dr. A. Nayak, Professor & Head, Department of Health and Paramedical Sciences PSS Central Institute of Vocational Education (NCERT), Shyamla Hills, Bhopal – 462013, Madhya Pradesh, India



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