

Competency Based Curriculum

(for Classes 9 to 12; NSQF Levels 1 to 4)

Course: Healthcare
(Job Role: General Duty Assistant
QP Ref. Id.: HSS/Q5101)



PSS Central Institute of Vocational Education

(a constituent unit of NCERT, an autonomous organization under Ministry of Human Resource Development,
Government of India)

Shyamla Hills, Bhopal - 462 013, M.P., India

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Course: Healthcare

(Job Role: General Duty Assistant, QP Ref. Id.: HSS/Q 5101)

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Preface

The Ministry of Human Resource Development (MHRD), Government of India introduced vocational courses from Class 9th onwards under the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education. The MHRD also developed a National Vocational Education Qualifications Framework (NVEQF), which was subsumed in National Skills Qualifications Framework (NSQF) in 2013. The NSQF organizes qualifications according to a series of levels of knowledge and skills. These levels are defined in terms of learning outcomes i.e. the competencies (knowledge, skills and attitude) which the learners must possess, regardless of whether they were acquired through formal, non-formal or informal education and training system. Qualifications are made up of occupational standards for specific areas of learning units or unit of competency. Units of competency are the specification of knowledge and skill to the standard of performance expected in the workplace. The unit of competency or National Occupation Standards, comprising generic and technical competencies that an employee should possess, are laid down by the Sector Skill Council of the respective economic or social sector.

Competency is defined in terms of what a person is required to do (performance), under what conditions it is done (conditions) and how well it is to be done (standards). It can be broadly categorized into foundational, practical and reflexive competencies. Generic competencies are considered essential for a person to participate effectively in the workforce, whereas technical competencies are an individual's knowledge and expertise in the specific group task, its processes and its rules and regulations.

The competency based curriculum is broken down into coherent parts known as Units. Each unit is further broken down into knowledge and skills on the basis of which evidence is to be provided by the learner and the evaluation is to be done by the teacher or trainer.

The PSS Central Institute of Vocational Education (PSSCIVE), a constituent unit of National Council of Educational Research & Training (NCERT) is an apex research and development Institute for vocational education. The institute has been mandated by the MHRD to develop curricula and courseware for vocational subjects to be introduced from Classes 9 to 12 under the NSQF.

The curriculum has been developed and reviewed by a group of experts and their contributions are admirably acknowledged. The utility of the curriculum will be adjudged by the qualitative improvement that it brings about in teaching-learning in vocational subjects. The feedback and suggestions on the content will be of immense value to us in bringing about necessary improvement in the curriculum.

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1.0 About the Course

Healthcare sector in India has been growing rapidly over the years and it is estimated to reach US\$ 280 billion by 2020. Consequently, the sector is also experiencing an incremental demand for human resource across verticals; from doctors and nurses to allied health professionals and technicians. As per the recent PHFI report, India has a shortfall of 6 million allied healthcare professionals in the country. India is far behind global standards in terms of availability of doctors per 1000 people.

To meet the growing human resource challenges, the National Skill Development Corporation (NSDC) and the Confederation of Indian Industry (CII) have constituted the Healthcare Sector Skill Council (HSSC). The Council is expected to promote a vibrant vocational education and training system in healthcare in the country by setting up occupational standards, affiliating training institutes, assessing competency of trainees and issuing certificates in healthcare sector. The Council aims to facilitate skilling of 4.8 million people over the next 10 years in allied health and paramedic space.

One of the job roles in the healthcare sector is the Personal Care Assistant/General Duty Assistant. A Patient Care Assistant works under the direction and supervision of registered nurses and other medical staff. Personal Care Assistant is in direct contact with patients and provides personal care, such as bathing, feeding and dressing. They also perform support functions, such as transporting patients, taking vital signs, making bed and answering patient calls. They might also be called upon to set up equipment such as X-ray machines and overhead irrigation bottles. Personal Care Assistant is often responsible for observing and reporting how patient is responding to the care that is being given.

The various functions of a PCA/GDA are as follows:

- Assist Nurses in looking after the patients;
- Transport the patients to the various areas of Hospitals;
- Perform everyday jobs and carry messages;
- Clean and dusts beds, doors, windows and other furniture;
- Render first aid to the patients when required;
- Prepare dead bodies and arrange their transportations to the mortuary.

2.0 Objectives of the Course

Upon completion of the course, you will be able to:

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

3.0 Course Structure

This course is a planned sequence of instructions consisting of modules called as Units. Each level has 06 Units

NSQF Level 1 (Class 9)				
S.No.	Unit Code	Unit Title	No. of Notional Learning Hours	Pre-requisite Unit, if any
1	HSS101- NQ 2015	Healthcare Delivery Systems	20	Nil
2	HSS102- NQ 2015	Role of Patient Care Assistant	25	Nil
3	HSS103- NQ 2015	Personal Hygiene and Hygiene Standards	05	Nil
4	HSS104- NQ 2015	Primary Healthcare and Medical Emergency Response	20	Nil
5	HSS105- NQ 2015	Immunization	10	Nil
6	HSS106- NQ 2015	Communication at Workplace	20	Nil
Total			100	

Successful completion of **100 hours** of theory sessions and **100 hrs** of practical activities and on-the-job learning is to be done for full qualification.

NSQF Level 2 (Class 10)				
S. No.	Unit Code	Unit Title	No. of National Learning Hours	Pre - requisite Unit, if any
1	HSS201-NQ2015	Hospital Structure and functions	25	NIL
2	HSS202 -NQ2015	Introduction to Care Plan and Care of Patients	25	NIL
3	HSS203 -NQ2015	Sterilization and Disinfection	20	NIL
4	HSS204 -NQ2015	Basic First Aid and Emergency Medical Relief	20	NIL
5	HSS205 -NQ2015	Human Body: Structure, Functions and Nutrition	20	NIL
6	HSS206 -NQ2015	Public Relations in Hospital	20	NIL
Total			130	

Successful completion of **130 hours** of theory sessions and **70 hrs** of practical activities and on-the-job learning is to be done for full qualification.

NSQF Level 3 (Class 11)				
S.No.	Unit Code	Unit Title	No. of National Learning Hours	Pre - requisite Unit, if any
1	HSS301-NQ2015	Hospital Management System - II	20	NIL
2	HSS302-NQ2015	Drug Delivery System	20	NIL
3	HSS303-NQ2015	Microbiology, Sterilization & Disinfection II	25	NIL
4	HSS304-NQ2015	Handling Emergency Services	15	NIL
5	HSS305-NQ2015	Administration of Medication	15	NIL
6	HSS306-NQ2015	Physiotherapy	15	NIL
Total			110	

Successful completion of **110 hours** of theory sessions and **90 hours** of practical activities and on-the-job learning is to be done for full qualification.

NSQF Level 4 (Class 12)				
S. No.	Unit Code	Unit Title	No. of National Learning Hours	Pre - requisite Unit, if any
1	HSS401-NQ2015	Medical Record / Documentation	20	NIL
2	HSS402-NQ2015	Role of General Duty Assistance in Elderly & Child Care	20	NIL
3	HSS403-NQ2015	Bio-waste Management	15	NIL

4	HSS404-NQ2015	Operation Theatre	20	NIL
5	HSS405-NQ2015	Role of General Duty Assistant in Disaster Management & Emergency	15	NIL
6	HSS406-NQ2015	Self-management	10	NIL
Total			100	

Successful completion of 100 hours of theory sessions and 100 hours of practical activities and on-the-job learning is to be done for full qualification.

4.0 Classroom Activities

Classroom activities are an integral part of this programme and interactive lecture sessions, followed by discussions should be conducted by trained teachers. Teachers should make effective use of a variety of instructional aids, such as Videos, Color Slides, Charts, Diagrams, Models, Exhibits, Handouts, Recorded Compact Discs, etc. to transmit knowledge in projective and interactive mode including

5.0 Practical Activities

Activities that provide practical experience in clinical set up would include hands on training on mannequins, simulated clinical set up, case based problems, role play, games, etc. on various clinical incidents and practical exercises in skill lab. Equipment and supplies should be provided to enhance hands-on experiences for students. Trained personnel should teach specialized techniques. A training plan signed by teacher that reflects equipment, skills and tasks should be prepared for training of the students in the organization/industry.

6.0 On-the-Job Training

On-the-job training (OJT) occurs whenever more experienced employee or supervisor teaches less experienced person on how to do one or more tasks of a job. The training utilizes actual equipment and materials. OJT should be undertaken in a structured manner with a training plan under the supervision of an experienced trainer or supervisor. A training plan that reflects tasks to be performed and competencies to be imparted should be prepared and signed by the student, teacher, and supervisor at the workplace for training of the students in the organization/industry. The trainer should break down all the steps of the job and train the students as per the training plan. In a structured OJT, the following steps should be followed:

- Step 1: The Instructor or the trainer tell, show, demonstrate, and explain. The trainer gives an overview of the task while explaining the constructional details and use of the tools, equipment, materials, etc. in performing the tasks.
- Step 2: The Instructor or the trainer demonstrates each step in detail, actually doing the steps of the task and explaining each step, one at a time, while the trainee watches. The steps may not necessarily be demonstrated in the sequence of actual operation, as sometimes it is better that simple tasks are demonstrated first to build confidence. Showing finished products at each appropriate step will help the learner understand what is required as outcome. While demonstrating, the trainer explains why each step is done in the way it is done.
- Step 3: It involves direct trainee participation. The trainer monitors the progress on a checklist of competencies and offers feedback and pointers where and when needed.
- Step 4: The trainee practices with clearly defined targets for performance standards.

7.0 Certification

Upon successful completion of this course, the State Education Board and the Healthcare Sector Skill Council will provide a certificate to the student verifying the competencies acquired by the candidate. For more details about SSC visit the website of Healthcare Sector Skill Council at <http://www.healthcare-ssc.in/>

8.0 Syllabus - Achievement Standards and Teaching/Training Methods

NSQF Level 1 (Class 9)

Unit Code: HSS101-NQ2015		Unit Title : Healthcare Delivery Systems		
Duration: 20 hours				
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom/ Hospital/Clinic	Understand healthcare delivery systems	<ul style="list-style-type: none"> Describe the different types of healthcare delivery systems Describe the role of Voluntary Health sector 	<ul style="list-style-type: none"> Identify different types of healthcare delivery systems followed in India 	<p>Interactive Lecture: Healthcare Delivery Systems</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit a Hospital and Clinic and enlist all the services and the equipment used in the Hospital and Clinic.
	Identify the components and activities of Hospital	<ul style="list-style-type: none"> State the functions of a hospital in patient care Enlist the services provided by the hospital to patients 	<ul style="list-style-type: none"> Identify the various components of a Hospital System Identify the various equipment used in Hospital 	<p>Interactive Lecture: Role and Functions of Hospital</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit a Hospital to study the role and functions. Prepare report for the Student Portfolio.
	Understand role and functions of Clinics	<ul style="list-style-type: none"> Describe the role and functions of a clinic Describe the preventative care provided at the Doctor's Clinic. Prepare a chart for basic preventative care. 	<ul style="list-style-type: none"> Enlist the requirements for patient safety at Doctor's clinic 	<p>Interactive Lecture: Preventative Care and Maintenance</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit to two Clinic or Doctor's Office to observe the preventative care being administered prepare report highlighting the services provided in the two Clinics
	Describe the functions of rehabilitation centre	<ul style="list-style-type: none"> Describe the role of rehabilitation facility in patient recovery. Differentiate between services provided at various Rehabilitation/Convalescent Centre 	<ul style="list-style-type: none"> Identify the facilities at the rehabilitation centre 	<p>Interactive Lecture: Role and Functions of Rehabilitation Centre</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit a Clinic and enlist all the services and equipment
	Describe the treatment and	<ul style="list-style-type: none"> Describe the role of Long Term Care 	<ul style="list-style-type: none"> Identify the equipment and 	<p>Interactive Lecture: Long Term Care</p>

	the services provided at the Long Term Care Facilities	Facilities in patient care. <ul style="list-style-type: none"> Enlist the facilities/ treatment provided by Long Term Care Facilities. 	materials that are used at Long Term Care Facility.	Facility Activity: <ul style="list-style-type: none"> Visit to Old Day Care Facility/Centre to study the services and materials used.
	Demonstrate the knowledge of Hospice Care	<ul style="list-style-type: none"> Describe the facilities available at Hospital/Home for Hospice Care 	<ul style="list-style-type: none"> Assess the need for hospice in treatment of patients Identify the facilities extended by the Hospital for Hospice Care Identify the services provided as part of the Hospice Care 	Interactive Lecture: Hospice Care Activity: <ul style="list-style-type: none"> Visit a doctor's office/ clinic in your neighborhood and enlist all the services provided there and the equipment required for Hospice Care.

Unit Code: HSS102-NQ2015		Unit Title : Role of Patient Care Assistant		
Duration: 25 hours				
Location: Classroom/ Hospital/Clinic	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	Identify the role and functions of Patient Care Assistant	<ul style="list-style-type: none"> Describe the essential duties and responsibilities of Patient Care Assistant 	<ul style="list-style-type: none"> Demonstrate the knowledge of maintaining patient safety 	Interactive Lecture: Role and Functions of Patient Care Assistant Activity: <ul style="list-style-type: none"> Ask students to volunteer at a Primary Health Center, Nursing Home and community Health Center.
Prepare a Daily Care Plan of Patient	<ul style="list-style-type: none"> Describe various activities of patient's daily care routine, including bathing, feeding, excreta disposal, transfer of patients, medication, etc. 	<ul style="list-style-type: none"> Prepare a daily care plan for patients. 	Interactive Lecture: Daily Care Plan of Patients Activity: <ul style="list-style-type: none"> Role play Provide different situations to the students and then tell them to identify and apply the most suitable safety practice that should be followed in that given situation. 	

	Identify basic components required for Patient comfort	<ul style="list-style-type: none"> Describe basic components required for patient's comfort 	<ul style="list-style-type: none"> Identify and list various elements that can help in providing comfort to patients. 	<p>Interactive Lecture: Daily Care Plan of Patients</p> <p>Activity:</p> <ul style="list-style-type: none"> Role Play Provide different situations to the students and then tell them to the students Ask students to identify and apply the most suitable safety practice that should be followed in that given situation.
	Understand Patient's safety	<ul style="list-style-type: none"> Describe the various elements of patient's safety 	<ul style="list-style-type: none"> Identify patient's environment and its components 	<p>Interactive Lecture: Facility for Patients and Safety Aspects in Hospital.</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit to a Hospital to study the environment and safety of patients.
	Provide for the patient's daily care	<ul style="list-style-type: none"> Report any evident changes and appearance Provide care needed by the patient 	<ul style="list-style-type: none"> Prepare patient checklist and compare with standard measurements Demonstrate care needed by the patient 	<p>Interactive Lecture: Care of Patients</p> <p>Activity:</p> <ul style="list-style-type: none"> Prepare check of student list for health parameters as per the understanding and then ask them to compare with standard checklist. Discussion on ethical practices in Hospitals
	Identify the qualities of a good Patient Care Assistant	<ul style="list-style-type: none"> Describe the good qualities of Patient Care Assistant 	<ul style="list-style-type: none"> List the do's and don'ts in healthcare setup Demonstrate the knowledge of medical ethics 	<p>Interactive Lecture: Qualities of Good Patient Care Assistant</p> <p>Activity:</p> <ul style="list-style-type: none"> Group discussion on qualities of a good PCA
	Identify biomedical wastes and disposal procedure	<ul style="list-style-type: none"> Describe the characteristics of various types of biomedical wastes 	<ul style="list-style-type: none"> Demonstrate the knowledge of biomedical wastes Identify the colour code for disposal of biomedical waste 	<p>Interactive Lecture: Biomedical Waste</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit to Hospital to study biomedical waste management.

Unit Code: HSS103- NQ2015	Unit Title: Personal Hygiene and Hygiene Standards			
	Duration: 05 hours			
Location: Classroom and Organizations	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	Demonstrate good hygiene practice	<ul style="list-style-type: none"> Describe grooming routines to be followed for personal hygiene Describe the importance of personal hygiene 	<ul style="list-style-type: none"> Practice good personal health and hygiene. Enlist the hygiene routine to be followed to ensure good health Demonstrate hand washing Demonstrate trimming of nails. 	Interactive Lecture: Personal Hygiene Activity: <ul style="list-style-type: none"> Demonstrate hand washing Demonstrate trimming of nails.
	Identify factors affecting good health	<ul style="list-style-type: none"> Describe the factors that affect health and prevent diseases 	<ul style="list-style-type: none"> Demonstrate the knowledge of maintaining routine exercise and good health Prepare a plan for maintaining good physical health 	Interactive Lecture: Good Physical Health and Physical Exercises Activity: <ul style="list-style-type: none"> Preparation of checklist of health parameters. Perform various physical activities and explain their advantages and limitations.
	Perform hand washing	<ul style="list-style-type: none"> Describe the method of hand washing Describe the importance of washing and maintain good hand hygiene 	<ul style="list-style-type: none"> Demonstrate hand washing and hygiene practices 	Interactive Lecture: Hand washing and hygiene Activity: <ul style="list-style-type: none"> Demonstration of hand washing procedure. Discussion on hygiene practices followed at the Hospital.
Demonstrate personal grooming	<ul style="list-style-type: none"> Describe the importance of good appearance and grooming in life and workplace. 	<ul style="list-style-type: none"> Demonstrate good grooming habits as per norms of healthcare industry. 	Interactive Lecture: How to prepare and follow daily personal grooming plan? Activity: <ul style="list-style-type: none"> Hands-on practice sessions on grooming and other practices related to personal care and hygiene. 	

Unit Code: HSS104-NQ2015		Unit Title: Primary Healthcare and Medical Emergency Response			
Duration: 20 hours					
Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method		
Location: Classroom, Public Places, Police Station, Forensic Laboratory	Identify components of primary healthcare	<ul style="list-style-type: none"> Describe the importance of primary healthcare Describe the various indicators of the Millennium Development Goals (MDGs) related to health 	<ul style="list-style-type: none"> Identify the need of primary healthcare in a given scenario Enlist the essential components of primary healthcare Enlist the various indicators of the Millennium Development Goals (MDGs) related to health 	Interactive Lecture: Primary Healthcare and Millennium Development Goals (MDGs) Activity: <ul style="list-style-type: none"> Ask students to volunteer at mother and infant care camps. Enlisting of indicators of the Millennium Development Goals (MDGs) related to health 	
	Demonstrate chain of survival	<ul style="list-style-type: none"> Describe the various medical emergency situations 	<ul style="list-style-type: none"> Perform early recognition and call for help Demonstrate the knowledge of responding to a medical emergency 	Interactive Lecture: First Aid and Emergency Response Activity: <ul style="list-style-type: none"> Demonstration of Basic First Aid Practices. 	

Unit Code: HSS105-NQ2015		Unit Title: Immunization			
Duration: 10 hours					
Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method		
Location: Classroom, Industry, Organization, Hospital.	Differentiate between various types of immunity	<ul style="list-style-type: none"> Explain the meaning of Immunity Differentiate between innate and adoptive immunity Differentiate between passive and active immunity 	<ul style="list-style-type: none"> Differentiate between Bacteria and Virus Prepare a sample Immunization Schedule Chart 	Interactive Lecture: Immunization Activity: <ul style="list-style-type: none"> Prepare Immunization schedule for a baby Visit to Primary Healthcare Centre and Immunization camp and study the immunization process. 	
	Prepare immunization schedule chart	<ul style="list-style-type: none"> Describe the importance of immunization Describe the side effects of immunization Describe the various aspects of immunization 	<ul style="list-style-type: none"> Prepare a Immunization calendar for an infant based on date of birth. 	Interactive Lecture: Immunization Calendar Activity: <ul style="list-style-type: none"> Discussion on the process of immunization, its advantages and 	

	Identify the key components of Universal Immunization Programme (UIP)	<p>schedule chart</p> <ul style="list-style-type: none"> Describe the key components of a Universal Immunization Programme (UIP) 	<ul style="list-style-type: none"> Identify the key components of a Universal Immunization Programme Enlist the diseases covered under UIP 	<p>limitations.</p> <p>Interactive Lecture: Universal Immunization Programme</p> <p>Activity:</p> <ul style="list-style-type: none"> Enlisting of diseases covered under Universal Immunization Programme.
	Identify the key components of Pulse Immunization Programme	<ul style="list-style-type: none"> Describe the key components of a Pulse Immunization Programme 	<ul style="list-style-type: none"> Identify the key components of a Pulse Immunization Programme 	<p>Interactive Lecture: Pulse Immunization Programme</p> <p>Activity:</p> <ul style="list-style-type: none"> Enlisting of diseases covered under Pulse Immunization Programme

UNIT CODE: HSS106- NQ2015		Unit Title: Communication at Workplace		
Duration: 20 hours				
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom	Identify elements of communication	<ul style="list-style-type: none"> Describe different elements of communication Explain how to provide effective feedback 	<ul style="list-style-type: none"> Identify elements of communication Describe the knowledge of effective communication 	<p>Interactive Lecture: Verbal and Non-verbal Communication</p> <p>Elements of Communication and Communication Cycle</p> <p>Activity:</p> <ul style="list-style-type: none"> Drawing a Communication Cycle Role Play
	Demonstrate effective communication skills	<ul style="list-style-type: none"> Describe the factors affecting effective communication - listening, managing stress, emotional awareness, etc. Describe static and dynamic features of verbal communication Describe the various factors that act as barriers in communication. 	<ul style="list-style-type: none"> Speak with clarity, emphatic tone, etc. maintaining rhythm Demonstrate the knowledge of communicating effectively in different scenario of conversations between patient and Patient Care Assistant. 	<p>Interactive Lecture: Factors affecting Effective Communication</p> <p>Activity:</p> <ul style="list-style-type: none"> Role play on communicating effectively in different scenario of conversations between patient and Patient Care Assistant.

NSQF Level 2 (Class 10)

Unit Code: HSS201- NQ2015	Unit Title: Hospital Structure and Functions			
	Duration: 25 Hours			
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom / Hospital / Clinic	Demonstrate the knowledge of roles and functions of various departments, professionals and supportive staff of the hospital	<ul style="list-style-type: none"> Describe the roles and functions of various departments and professionals in the hospital 	<ul style="list-style-type: none"> Identify the various types of hospitals Distinguish between General Hospital and Specialized Hospital Draw a chart depicting the roles of departments, professionals and supporting staff of the hospital 	Interactive Lecture: Roles and Functions of Hospitals Activity: <ul style="list-style-type: none"> Visit nearby hospital and study the roles and functions of the various departments, professionals and supportive staff of the hospital Prepare a chart depicting the roles and functions of departments/ professionals/ supporting staff
	Demonstrate the knowledge of roles and functions of supporting departments in hospital	<ul style="list-style-type: none"> Describe the role and functions of various supporting departments of hospital State the services provided by the Medical Record Department and Outpatient Department Explain the activities performed by the hospital housekeeping department 	<ul style="list-style-type: none"> Draw a chain of command in the various department and laboratories of hospital 	Interactive Lecture: The Roles and Functions of various Supporting Departments in the Hospital Activity: <ul style="list-style-type: none"> Visit nearby hospital and study the roles and functions of the various supporting departments in hospital Prepare a chart showing the chain of commands in various departments
	Classify the hospitals on the basis of different criteria	<ul style="list-style-type: none"> State the criteria used for classifying the hospitals Describe the different levels of medical care 	<ul style="list-style-type: none"> Classify the hospitals on the basis of bed strength, specialty and level of medical care 	Interactive Lecture: Classifying Hospital Activity: <ul style="list-style-type: none"> Internet search on hospitals and classify them on the basis of bed strength, specialty and level of medical care

	Relate the role of General Duty Assistant to the various functions of hospital	<ul style="list-style-type: none"> Describe the roles and functions of General Duty Assistant in the hospital Explain the various activities/tasks that should be performed by GDA to effectively discharge his/her duties and responsibilities in hospital 	<ul style="list-style-type: none"> Demonstrate the knowledge of activities and practices followed for prevention of spread of diseases Draw a diagram depicting the various role and functions of GDA 	<p>Interactive Lecture: Roles and Functions of General Duty Assistant</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit a nearby hospital and study the role of General Duty Assistant in providing services Draw a diagram depicting the roles and functions of GDA
	Demonstrate the knowledge of the qualities of a Good General Duty Assistant	<ul style="list-style-type: none"> Describe the qualities of a good General Duty Assistant in the hospital 	<ul style="list-style-type: none"> Identify the activities performed by GDA in supporting the healthcare team members Demonstrate the ability to provide personal care 	<p>Interactive Lecture: Qualities of a good General Duty Assistant</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit a hospital and enlist the qualities of a good General Duty Assistant

Unit Code: HSS202-NQ2015		Unit Title: Introduction to Care Plan and Care of Patients		
Duration: 25 Hours				
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom / Hospital / Clinic	Identify the role of General Duty Assistant in implementing Care Plan	<ul style="list-style-type: none"> Describe the objectives of Care Plan Describe the role of General Duty Assistant in preparation and implementation of Care Plan 	<ul style="list-style-type: none"> Enlist the various steps involved in formulating a Care Plan Identify role of General Duty Assistant in formulating Care Plan 	<p>Interactive Lecture: Role of General Duty Assistant in preparation and implementation of Care Plan</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit a nearby hospital and study the Care Plan prepared for the patient care Prepare a Care Plan for an elderly patient

	<p>Demonstrate the knowledge of the role of General Duty Assistant in feeding a patient</p>	<ul style="list-style-type: none"> • Describe the characteristics of a healthy person • Describe the various types of diets and their importance with regard to nutrition 	<ul style="list-style-type: none"> • List the various types of diet available in the hospital / home • Demonstrate the knowledge of feeding and assisting patients with their meals, keeping in view their needs and in a safe and dignified manner 	<p>Interactive Lecture: Feeding Patients</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a hospital and observe the type of diets being served to different patients. • Observe the procedure adopted by the General Duty Assistants/ Nurses in feeding patients • Prepare a diet chart for feeding a patient
	<p>Identify and report vital signs</p>	<ul style="list-style-type: none"> • List the important vital signs of the body • Describe the abnormal vital signs 	<ul style="list-style-type: none"> • Demonstrate the knowledge of taking temperature, reading pulse rate and measuring blood pressure • Fill the forms for documenting information on vital signs 	<p>Interactive Lecture: Identifying and Reporting Vital Signs</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and observe the procedures and recording being done for vital signs
	<p>Prepare bed according to the patient's need</p>	<ul style="list-style-type: none"> • Describe the features and importance of various types of bed in a hospital • Describe the various steps of bed making • Describe the roles and functions of General Duty Assistant in bed making 	<ul style="list-style-type: none"> • Demonstrate the knowledge of articles used in bed making • Demonstrate the steps involved in making of open bed 	<p>Interactive Lecture: Preparing Bed for Patients</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and learn the steps for making bed
	<p>Position the patient according to the need</p>	<ul style="list-style-type: none"> • Enlist various positions of patients • Describe therapeutic position • Describe the importance of Fowler's position 	<ul style="list-style-type: none"> • Identify the various position of a patient • Demonstrate the procedure (s) for changing the patient's position 	<p>Interactive Lecture: Positioning the patient</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and learn the various positions in which patients are placed on the bed

Unit Code: HSS203- NQ2015		Unit Title: Sterilization and Disinfection		
Duration: 20 Hours				
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom / Hospital / Clinic	Describe the diseases caused by microorganism	<ul style="list-style-type: none"> • What is disease ? • What is the process of infection ? • What is pathogen ? • What are the three vertices of the epidemiological triangle ? • Differentiate between different types of microorganisms 	<ul style="list-style-type: none"> • Demonstrate the knowledge of common places of body where microbes are commonly found • Identify the common places in the hospital with highest rate of infection • Identify the factors affecting the occurrence and prevention of disease causing microorganisms 	Interactive Lecture: The Disease Causing Microorganisms Activity: <ul style="list-style-type: none"> • Visit a nearby hospital and discuss with the medical professionals about the common causes of diseases
	Demonstrate the knowledge of common human diseases and their causal agents	<ul style="list-style-type: none"> • State the common diseases • Enlist the names of bacteria and viruses causing diseases in human 	<ul style="list-style-type: none"> • Differentiate between bacteria, virus, fungi and parasites • Demonstrate the knowledge of human diseases caused by the bacteria, virus, fungi and parasites 	Interactive Lecture: Common Human Diseases and their Casual Agents Activity: <ul style="list-style-type: none"> • Visit a hospital and discuss with the doctors about the common human diseases, their source of infection and casual agents
	Demonstrate the knowledge of the role of professionals and staff in prevention and control of Hospital Acquired Infections	<ul style="list-style-type: none"> • Describe the meaning of Hospital Acquired Infection (HAI) • Describe the activities to be performed by GDA for controlling (HAI) 	<ul style="list-style-type: none"> • Enlist the common places of infection in the hospital • Demonstrate the knowledge of the various causes of HAI 	Interactive Lecture: Prevention and Control of Hospital Acquired Infections Activity: <ul style="list-style-type: none"> • Visit a nearby hospital and study the activities performed by various health professional in prevention of microorganism or hospital acquired infection
	Perform disinfection of wards and equipment	<ul style="list-style-type: none"> • State the difference between antiseptic, sterilization and disinfectant • Differentiate between the 	<ul style="list-style-type: none"> • Perform physical methods of sterilization • Enlist the common disinfectant used 	Interactive Lecture: Disinfecting Ward and Equipment Activity: <ul style="list-style-type: none"> • Visit a nearby hospital and study

		physical agents and chemical agents used in disinfection and sterilization	in the hospital <ul style="list-style-type: none"> Enlist the chemicals used for disinfecting glassware 	the various method of sterilization and disinfection
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Unit Code: HSS204-NQ2015		Unit Title: Basic First Aid and Emergency Medical Relief		
Duration: 20 Hours				
Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method	
Location: Classroom / Hospital / Clinic	Describe the principles and rules of First Aid	<ul style="list-style-type: none"> Describe the purpose of First Aid State the principles of First Aid 	<ul style="list-style-type: none"> Identify types of health risks and hazards at various departments of hospitals Enlist emergency situations in a hospital Perform Airway, Breathing and Circulation on a dummy 	Interactive Lecture: Principles and Rules of First Aid Activity: <ul style="list-style-type: none"> Visit a hospital and study the First Aid practices
	Identify facilities, equipment and materials used for First Aid	<ul style="list-style-type: none"> Describe the facilities and materials used for administering First Aid 	<ul style="list-style-type: none"> Enlist the equipment used for First Aid Demonstrate the knowledge of the use of First Aid kit 	Interactive Lecture: Facilities, equipment and materials for First Aid Activity: <ul style="list-style-type: none"> Prepare a First Aid box
	Perform the role of first aider in fever, heat stroke, back pain, asthma and food borne illness	<ul style="list-style-type: none"> Describe the role and functions of a First Aider 	<ul style="list-style-type: none"> Perform ABC (Airway, Breathing and Circulation) Measure body temperature using a digital thermometer 	Interactive Lecture: Role of First Aider in dealing with fever, heat stroke back pain, asthma and food borne illness Activity: <ul style="list-style-type: none"> Perform activities for measuring and controlling temperature
	Perform the role of first aider in cuts, bleeding, burns, insect bites and stings, dog bites and snake bites	<ul style="list-style-type: none"> Describe the causes of various types of burns Describe the reasons for using different methods for treating burns 	<ul style="list-style-type: none"> Administer first aid for cut and burns in hypothetical situations Demonstrate the knowledge of dealing with insect, dog and snake bite 	Interactive Lecture: Role of First Aider in cuts, bleeding, burns, insect bites and stings, dog bites and snake bites Activity: <ul style="list-style-type: none"> Practice First Aid on a dummy with the help of a First Aider

Unit Code: HSS205- NQ2015		Unit Title: Human Body: Structures, Functions and Nutrition			
Duration: 20 Hours					
Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method		
Location: Classroom / Hospital / Clinic	Identify the parts of human body	<ul style="list-style-type: none"> Describe the various terms of anatomy and physiology Describe the functions of various tissues and bones in human body 	<ul style="list-style-type: none"> Identify the different parts of the body Draw diagrams of lungs, urinary system, heart and kidney Demonstrate the knowledge of roles and functions of various systems of human body 	Interactive Lecture: Biological Parts of Human Body Activity: <ul style="list-style-type: none"> Visit a Biological lab Research Laboratory and study the anatomy and physiology of human body 	
	Demonstrate the knowledge of nutrients in the nutrition and growth of human body	<ul style="list-style-type: none"> Describe the role of various nutrients and vitamins Describe the importance of a balanced diet 	<ul style="list-style-type: none"> Enlist the food sources of carbohydrate, protein and fat Demonstrate the knowledge of diseases/disorders caused due to the deficiency of vitamins Demonstrate the knowledge of a balanced diet 	Interactive Lecture: Nutrition and Balanced Diet Activity: <ul style="list-style-type: none"> Preparing a balanced diet 	

Unit Code: HSS206- NQ2015		Unit Title: Public Relations in Hospital			
Duration: 20 Hours					
Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method		
Location: Classroom / Hospital / Clinic	Demonstrate the knowledge of the roles and functions performed by a Medical Receptionist	<ul style="list-style-type: none"> Describe the qualities of a good medical receptionist Describe the tasks performed by a Medical Receptionist 	<ul style="list-style-type: none"> Demonstrate the knowledge of greeting patients and other callers in a courteous and efficient manner Answer telephone calls courteously and as per procedure and norms Demonstrate the knowledge of making appointments for patients and 	Interactive Lecture: Roles and Functions of Medical Receptionist Activity: <ul style="list-style-type: none"> Visit a nearby hospital and study the activities in reception area and the tasks being performed by a Receptionist 	

			maintaining medical records	
	Demonstrate the knowledge of responding to emergency calls	<ul style="list-style-type: none"> Describe the knowledge of responding to emergency calls Describe the roles and functions of “on call duty doctor” Describe the various equipment available in a 108 emergency service ambulance 	<ul style="list-style-type: none"> Demonstrate the knowledge of the responsibility in emergency management activities Demonstrate the knowledge of routine call and emergency call 	<p>Interactive Lecture: Responding to emergency calls</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit a nearby hospital and study the major and minor emergency and non-emergency services provided by the hospital
	Use computers in maintaining public relations	<ul style="list-style-type: none"> Describe the impact of technological revolution in healthcare sector Describe the use of computer in hospital administration Identify the use of computer in various sections/ departments of a hospital 	<ul style="list-style-type: none"> Demonstrate the knowledge of applications of computer in hospital Demonstrate the knowledge of maintaining files and records in computer 	<p>Interactive Lecture: Using computers in maintaining public relations</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit a nearby hospital and study the use of computer in maintaining files and records in a hospital
	Demonstrate the knowledge of dealing with patients, attendant	<ul style="list-style-type: none"> Enlist the general stressful situations in hospital Describe the factors affecting relationship between a General Duty Assistant and patient’s attendant 	<ul style="list-style-type: none"> Demonstrate the knowledge of handling people with emotional stress or emotional outbursts Enlist the skills required for General Duty Assistant in managing stressful situation 	<p>Interactive Lecture: Dealing with patient’s attendant</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit a nearby hospital and study health professionals handling the patient’s relatives in emergency situation

NSQF Level 3 (Class 11)

Unit Code HSS301- NQ2015	Unit Title: Hospital Management System - II			
	Duration: 20 Hours			
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom / Hospital / Clinic	Describe the role of GDA in admission of patient in hospital	<ul style="list-style-type: none"> Describe the responsibilities of GDA in admitting the 	<ul style="list-style-type: none"> Fill a patient admission form for admitting the 	<p>Interactive Lecture: Role of GDA in admission of patient in hospital</p>

		<p>patient in hospital</p> <ul style="list-style-type: none"> Describe various ways of transporting a patient from OPD to IPD 	<p>patient in a hospital</p> <ul style="list-style-type: none"> Demonstrate the knowledge of performing medical examination of the patient 	<p>Activity:</p> <ul style="list-style-type: none"> Role Play on admitting the patient in a hospital Record personal and medical data of the patient
Assess the health of the patient	<ul style="list-style-type: none"> Describe the purpose and procedure of the health assessment State effective ways of obtaining health history Describe the major components of obstetrical history Explain the importance of culture in health assessment 	<ul style="list-style-type: none"> Assess the health history of the patient on the basis of previous medical reports 	<p>Interactive Lecture: Assessing the health of the patient</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit a nearby hospital and collect patient's health history information Visit a nearby hospital and conduct patient's health assessment 	
Demonstrate the knowledge of significance, purpose and techniques of the physical assessment of the patient	<ul style="list-style-type: none"> Explain the significance and purpose of physical examination Describe techniques of physical examination viz. <ul style="list-style-type: none"> Inspection Palpation Percussion Auscultation Manipulation 	<ul style="list-style-type: none"> Perform physical examination of the patient Use different techniques of the physical examination 	<p>Interactive Lecture: Physical Assessment</p> <p>Activity:</p> <ul style="list-style-type: none"> Role Play Visit a nearby hospital and perform the physical assessment of the patient 	
Provide assistance in various examinations of the patient viz. eyes, ears, nose, throat, neck, chest, etc.	<ul style="list-style-type: none"> Describe the role of GDA in assisting the health examination of a patient Enlist the precautions to be taken while examining height and weight of the patient Describe the technique for chest and abdomen examination 	<ul style="list-style-type: none"> Identify various positions of the patients while the health of the patient is examined Assist examination of eyes, ears, nose, throat, neck, chest, etc. 	<p>Interactive Lecture: Assisting In Examination</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit a nearby hospital and assist the duty doctor 	
Collect the specimen of urine, stool, sputum, blood, etc. using different	<ul style="list-style-type: none"> Describe various techniques of collecting the specimen of urine, stool, sputum, blood, etc. 	<ul style="list-style-type: none"> Prepare a chart of the prerequisites of collecting specimen of blood, urine and 	<p>Interactive Lecture: Collection of specimen</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit a nearby hospital and assist in 	

	methods		stool <ul style="list-style-type: none"> • Tabulate the safety measures to be adopted while collecting the various specimen of the patient • Demonstrate the knowledge of equipment/instruments used in collecting specimen of the patient 	collection of urine, stool, sputum, blood, etc. specimen of the patient.
	Use various equipment and supplies in furnishing the patient's unit	<ul style="list-style-type: none"> • Explain the significance and importance of a waste basket in patient's unit • Describe the bedding standards for the patient 	<ul style="list-style-type: none"> • Demonstrate the knowledge of standard sizes of the bed linen • Prepare the patient's unit according to patient's needs • Identify the different equipment used for patient's comfort • Tabulate the classification of equipment/materials on the basis of health status of the patient 	Interactive Lecture: Furnishing the patient's unit Activity: <ul style="list-style-type: none"> • Visit a nearby hospital and prepare a chart of the standard sizes of the mattress, pillow, bed sheets, blankets and bedspread • Prepare a survey report containing list of the equipment and supplies found on the basis of type of the unit and the health status of the patient.

Unit Code: HSS302 NQ2015	Unit Title: Drug Delivery System			
	Duration: 20 Hours			
Location: Classroom / Hospital / Clinic	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	Demonstrate the knowledge of different types of drug delivery system operated in the hospital	<ul style="list-style-type: none"> • Describe the types of intravenous drug delivery method • State the advantages and disadvantages of the various conventional drug delivery systems 	<ul style="list-style-type: none"> • Demonstrate the knowledge of various drug delivery methods • Select the method of drug delivery in a specific situation 	Interactive Lecture: Introduction to drug delivery system Activity: <ul style="list-style-type: none"> • Prepare a comparative chart of the various drug delivery methods. Also include their advantages and disadvantages.
	Maintain patient's safety and effectiveness	<ul style="list-style-type: none"> • Discuss Role of GDA in patient safety. 	<ul style="list-style-type: none"> • Demonstrate the knowledge of patient's safety 	Interactive Lecture: Patient's safety and effectiveness in drug

	in drug delivery	<ul style="list-style-type: none"> • Explain model of patient safety • State sources of hazards in patient's safety in different drug delivery systems 	<p>measures in drug delivery system</p> <ul style="list-style-type: none"> • Identify the sources of hazards of patient safety in drug delivery system • Identify the different safety measure in the hospital in drug delivery system 	<p>delivery</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital to identify the patient safety measures in drug delivery
	Administer the drug in the patient's body through correct route	<ul style="list-style-type: none"> • Describe different routes of administering the drugs in the patient's body. • Explain the importance of enteral drug delivery route 	<ul style="list-style-type: none"> • Administer any specific drug in the patient's body through correct route • Demonstrate the knowledge of role of GDA in selection of route in drug delivery 	<p>Interactive Lecture: Routes of drug delivery</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and identify the drugs given with different routes.
	Demonstrate the knowledge of various drug dosage forms	<ul style="list-style-type: none"> • Explain the criteria to choose drug dosage forms. • Explain two main types of capsule. • Enlist various drug dosage forms 	<ul style="list-style-type: none"> • Demonstrate the knowledge of dosage formulations • Identify the different dosage forms 	<p>Interactive Lecture: Drug Dosage Forms</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and identify the different drug dosage forms.
	Demonstrate the knowledge of Novel Drug Delivery System	<ul style="list-style-type: none"> • Explain novel drug delivery method. • Explain DPI and MDI. • Describe transdermal drug delivery system with its advantage 	<ul style="list-style-type: none"> • Identify the different drug given by novel drug delivery method • Enlist various novel drug delivery methods 	<p>Interactive Lecture: Novel Drug Delivery System</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and identify the common example of novel drug delivery system
	Demonstrate the knowledge of controlled drug delivery system	<ul style="list-style-type: none"> • Classify the controlled drug delivery system on the basis of mechanism of release • Describe osmotic pressure control system • Name the mechanisms used to deliver a drug in controlled time and amount 	<ul style="list-style-type: none"> • Identify the use of common drugs in control drug delivery system • Demonstrate the knowledge of classification of controlled drug delivery system • Release of control drug to the patient 	<p>Interactive Lecture: Controlled Drug Delivery System</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and identify the release of drugs of control delivery system. Prepare a report of the observation.

Unit Code: HSS303- NQ2015		Unit Title: Microbiology, Sterilization and Disinfection II		
Duration: 25 Hours				
Location: Classroom / Hospital / Clinic	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	Demonstrate the knowledge of process of disinfection	<ul style="list-style-type: none"> Describe different types of disinfection Differentiate between concurrent and terminal disinfection Explain the process of fumigation with sulphur 	<ul style="list-style-type: none"> Enlist best housekeeping practices Demonstrate the knowledge of good housekeeping practices Effectively manage the Isolation Unit 	<p>Interactive Lecture: Disinfection of articles</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit a nearby hospital and observe the materials used in cleaning of wards Visit a nearby hospital and observe the personnel involved in housekeeping
	Demonstrate the knowledge of care of articles in a hospital	<ul style="list-style-type: none"> Explain the importance of care of rubber goods. Describe the procedure to undo the contaminated gloves Explain the procedure of removing different kinds of stains Explain the ways of care of syringes and needles 	<ul style="list-style-type: none"> Demonstrate the knowledge of care of various rubber based articles, ward articles and instruments used in a hospital Demonstrate the knowledge of removing different kind of stains 	<p>Interactive Lecture: Care of articles in a hospital</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit a nearby hospital and identify the disinfectant used. Group discussion on care of the articles in the hospital
	Provide assistance in disinfection of wards in a hospital	<ul style="list-style-type: none"> Explain cleaning techniques of different areas of hospital Describe the role of hand hygiene in prevention of infection Describe various cleaning techniques used in hospital 	<ul style="list-style-type: none"> Identify the various cleaning techniques used in hospital Identify the different chemical used in cleaning the floor of hospital Demonstrate the knowledge of role of GDA in managing disinfection of the wards 	<p>Interactive Lecture: Disinfection of wards</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit a nearby hospital and observe the cleaning method of any five departments Visit three hospitals and find the different levels of cleaning in different areas of hospital
	Demonstrate the knowledge of general surgical asepsis practices	<ul style="list-style-type: none"> Explain asepsis and its types Describe the methods of transmission of infection Describe the 	<ul style="list-style-type: none"> Identify different methods of transmission of infection and asepsis practices Demonstrate the steps of wearing 	<p>Interactive Lecture: Surgical Asepsis</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit a nearby hospital and observe the

		<p>importance of prevention of cross infection</p> <ul style="list-style-type: none"> • 	<p>gown, face mask and hand gloves</p> <ul style="list-style-type: none"> • Demonstrate the steps of hand washing 	<p>various units.</p> <ul style="list-style-type: none"> • Identify the units where the medical and surgical asepsis is used • Practice the method of wearing gown, face mask and hand gloves
	Demonstrate the knowledge of disinfection of operation theater	<ul style="list-style-type: none"> • Explain surveillance procedures of Operation Theater (OT) • Describe fumigation procedure in OT • Describe the duties of GDA in OT 	<ul style="list-style-type: none"> • Enlist the precautions to be taken for reducing the rate of infection in OT • Identify steps used during fumigation • Demonstrate the knowledge of cleaning procedure of Operation Theatre • Enlist the guidelines to be adhered for surgical theatre sterility 	<p>Interactive Lecture: Disinfection of Operation Theater</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and observe the cleaning procedure of operation theaters • Visit nearby hospitals and study the type and amount of chemical used in fumigation of OT • Prepare a survey report of the articles available in the operation theatre of the hospital
	Demonstrate the knowledge of surgical dressing	<ul style="list-style-type: none"> • Describe the methods and steps of dressing • State different types of dressing • Explain the general rules of dressing 	<ul style="list-style-type: none"> • Demonstrate the knowledge of the objectives, characteristics, types and general rules of application of surgical dressing 	<p>Interactive Lecture: Surgical Dressing</p> <p>Activity: Visit a nearby hospital and observe the types of dressing done in the wards.</p>

Unit Code: HSS304- NQ2015	Unit Title: Handling Emergency Services			
	Duration: 15 Hours			
Location: Classroom / Hospital / Clinic	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	Receive patient in hospital in emergency condition	<ul style="list-style-type: none"> • Describe emergency admission procedure • Explain discharge procedure 	<ul style="list-style-type: none"> • Demonstrate the knowledge of duties of GDA while admitting an emergency patient • Enlist the qualities to be possessed by 	<p>Interactive Lecture: Receiving Patient in Hospital</p> <p>Activity:</p> <ul style="list-style-type: none"> • Role Play • Draw a flow

			GDA while handling emergencies	chart of discharge process of a patient
Handle and monitor the patient	<ul style="list-style-type: none"> • Explain safety and security procedures • Describe significance of command and control system in a hospital • Explain triage 	<ul style="list-style-type: none"> • Maintain patient's triage operation • Demonstrate the knowledge of techniques of handling and monitoring patient • Draw the human resource hierarchy of the hospital 	<p>Interactive Lecture: Handling and Monitoring Patient</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and observe the staff handling the patients • Make a report on logistics & supply management of the hospital 	
Transport the injured patient internally and externally	<ul style="list-style-type: none"> • Describe the internal and external transportation • State general principles of transportation • Explain the care required before transportation 	<ul style="list-style-type: none"> • Demonstrate how to carry a loaded stretcher • Perform cradles and drag method of lifting • Apply different types of tags of triage 	<p>Interactive Lecture: Transportation of Injured Patient</p> <p>Activity:</p> <ul style="list-style-type: none"> • Tabulate the diseases covered under different tags of triage • Visit a nearby hospital and observe the transportation of patient on stretcher • Role play 	
Demonstrate the knowledge of different methods and types of immobilization	<ul style="list-style-type: none"> • Explain the significance of use of splint • Explain the types and purpose of traction • Explain the methods of skeleton traction • Describe spinal decompression 	<ul style="list-style-type: none"> • Demonstrate the types of casting • Identify the different types of splint • Immobilize the patient 	<p>Interactive Lecture: Methods of Immobilization</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and observe the different types of casting • Visit a nearby hospital and observe the different types of traction 	
Prevent the accidents/injuries in children	<ul style="list-style-type: none"> • Describe the term suffocation and choking • State the risk factors associated with the child accident at home 	<ul style="list-style-type: none"> • Identify the hazards and prevention methods for fire, falls, scales, burns, glass related accidents, poisoning, suffocation and choking • Demonstrate the knowledge of accidents and the preventive methods 	<p>Interactive Lecture: Prevention of accidents/injuries in children</p> <p>Activity:</p> <ul style="list-style-type: none"> • Prepare a chart of accidents/injuries that could happen to a child 	

Unit Code: HSS305- NQ2015		Unit Title: Administration Of Medication		
Duration: 15 Hours				
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom / Hospital / Clinic	Demonstrate the knowledge of basic principles of drug administration	<ul style="list-style-type: none"> • Explain drug administration • Classify medicine groups • Describe the legal aspects of record keeping 	<ul style="list-style-type: none"> • Prepare a complete medication record • Demonstrate the knowledge of seven rights during assisting the drug administration 	Interactive Lecture: Basic Principles of Drug Administration Activity: <ul style="list-style-type: none"> • Visit a nearby hospital and observe the medication chart of the patient • Visit a nearby hospital and prepare medication chart for 2 patients of different age group having different diseases
	Demonstrate the knowledge of forms and routes of medication	<ul style="list-style-type: none"> • Enlist different forms of medicine • Describe the importance of forms v/s route in drug administration • Read the instruction on the label of the medicine • Describe various signs of allergy • Describe the meaning of standard abbreviation used in the medication chart 	<ul style="list-style-type: none"> • Identify the common forms and routes of drug administration • Demonstrate the knowledge of precautions and contraindications, indication for use, side effects and adverse reaction of medicine 	Interactive Lecture: Forms and Routes of Medication Activity: <ul style="list-style-type: none"> • Visit a nearby hospital and identify the suitable routes and form of drug administration for the children in given age group
	Classify the drugs	<ul style="list-style-type: none"> • Describe the common side effects of anti-depressant • Describe the classification of drugs 	<ul style="list-style-type: none"> • Identify the drugs of different categories • Demonstrate the knowledge of use of drug for particular indication 	Interactive Lecture: Classification of drugs Activity: <ul style="list-style-type: none"> • Visit a nearby hospital and observe the uses, contradiction and implications of particular drug category
	Demonstrate the knowledge of drugs of cardiovascular system	<ul style="list-style-type: none"> • Enlist the drugs used for disrhythmia • Categorize the drugs in treatment of cardiovascular system 	<ul style="list-style-type: none"> • Identify the effects and side effects of cardiovascular drugs • Demonstrate the knowledge of use, contraindication 	Interactive Lecture: Drugs of cardiovascular system Activity: <ul style="list-style-type: none"> • Visit a nearby hospital and observe

			and implications of cardiovascular drugs <ul style="list-style-type: none"> Identify the medicines that fall under the cardiovascular drug category 	the drugs used to decrease and increase the blood pressure <ul style="list-style-type: none"> Visit a nearby hospital and observe the uses, contradiction and implications of cardiovascular system
	Demonstrate the knowledge of storage and administration of medicine	<ul style="list-style-type: none"> Explain the techniques of disposing a medicine Describe the preventive measures to control the mistakes in drug administration Describe the control measures used to prevent the spread of infection 	<ul style="list-style-type: none"> Demonstrate the knowledge of safe disposal of medicine Identify the medical errors in drug administration Adopt strategies in prevention of infection in drug administration 	Interactive Lecture: Storage and Administration of Medicine Activity: <ul style="list-style-type: none"> Visit a nearby hospital and observe the storage and disposal method of different categories of medicine/drug

Unit Code: HSS306-NQ2015		Unit Title: Physiotherapy		
Duration: 15 Hours				
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom / Hospital / Clinic	Demonstrate the knowledge of basic principles of physiotherapy	<ul style="list-style-type: none"> Explain physiotherapy. Describe the holistic approach used in physiotherapy State basic principles of physiotherapy 	<ul style="list-style-type: none"> Demonstrate the knowledge of different techniques of physiotherapy Identify the need of physiotherapy in different condition of the patient 	Interactive Lecture: Basic Principles of Physiotherapy Activity: <ul style="list-style-type: none"> Visit a nearby hospital and identify the use of techniques of physiotherapy in different conditions of patients Tabulate different techniques of physiotherapy
	Demonstrate the knowledge of principles and techniques of good body mechanics	<ul style="list-style-type: none"> State basic principles of good body mechanics Describe the reasons for the use of proper body mechanics 	<ul style="list-style-type: none"> Move an object properly to a new location Demonstrate good body mechanics 	Interactive Lecture: Body Mechanics Activity: <ul style="list-style-type: none"> Practice session of techniques of good body mechanics
	Demonstrate the knowledge of exercise	<ul style="list-style-type: none"> Describe the purpose of exercise State the precautions to 	<ul style="list-style-type: none"> Suggest exercise according to the patient is need Demonstrate the knowledge of 	Interactive Lecture: Exercises for patients Activity: <ul style="list-style-type: none"> Visit a nearby

		be taken by the patients while performing physical exercises	preparation, after care, risks and results associated with physical exercises	hospital and provide different exercise to any four patient <ul style="list-style-type: none"> • Make a group and perform different type of physical exercises
	Demonstrate the knowledge of active range of motion exercise	<ul style="list-style-type: none"> • Define active range of motion (ROM) exercise • Explain the selection criteria of active ROM exercise • Describe the types of active ROM exercises 	<ul style="list-style-type: none"> • Suggest active range of motion exercise according to patient need • Demonstrate the knowledge of techniques of active ROM exercises 	Interactive Lecture: Active Range of Motion exercise : Activity: <ul style="list-style-type: none"> • Tabulate the Do's and Don'ts of the steps of workout
	Demonstrate the knowledge of Passive Range of Motion exercise	<ul style="list-style-type: none"> • Define passive range of motion exercise • State the care to be taken while giving passive exercise 	<ul style="list-style-type: none"> • Suggest passive range of motion exercise, according to patient's need • Demonstrate the knowledge of techniques of passive ROM exercises 	Interactive Lecture: Passive Range of Motion exercise: Activity: <ul style="list-style-type: none"> • Perform different passive ROM exercises
	Demonstrate the knowledge of breathing and coughing exercises	<ul style="list-style-type: none"> • Describe the procedure of breathing exercise • Describe the procedure of coughing exercise • Explain the working of trifle 	<ul style="list-style-type: none"> • Demonstrate the knowledge of deep breathing and coughing exercises • Perform pursed lip breathing, diaphragmatic breathing, abdominal breathing and belly breathing exercise 	Interactive Lecture: Breathing and Coughing Exercise Activity: <ul style="list-style-type: none"> • Perform different breathing and coughing exercise

NSQF Level 4 (Class 12)

Unit Code: HSS401- NQ2015	Unit Title : Medical Record / Documentation			
	Duration: 20 Hours			
Location: Classroom / Hospital / Clinic	Learning Outcome Prepare complete medical record	Knowledge Evaluation <ul style="list-style-type: none"> • Explain the purpose of health service planning • Explain the significance of documentation in decision analysis • Describe the importance of documentation 	Performance Evaluation <ul style="list-style-type: none"> • Demonstrate the knowledge of importance and purpose of documentation • Maintain records according to the purpose • Identify the significance of documentation in analyzing the 	Teaching and Training Method Interactive Lecture: Preparing complete medical record Activity: <ul style="list-style-type: none"> • Visit a nearby hospital and observe various medical records

		in assuring quality services to patients	needs of the patient	
	Identify the principles of documentation	<ul style="list-style-type: none"> • Explain the importance of mentioning the date and time during recording • Describe the importance of confidentiality in maintaining medical record of the patient • Describe the procedure of making corrections and omissions in healthcare documents 	<ul style="list-style-type: none"> • Demonstrate the knowledge of maintaining confidentiality of patient's records/documents • Demonstrate the knowledge of principles of documentation • Demonstrate the knowledge of maintaining records appropriately 	Interactive Lecture: Principles of Documentation Activity: <ul style="list-style-type: none"> • Visit a nearby hospital and observe various medical records
	Demonstrate the knowledge of content of medical documentation	<ul style="list-style-type: none"> • Explain LAMA • Explain change of shift note • Describe the purpose of transfer and discharge note 	<ul style="list-style-type: none"> • Demonstrate the knowledge of content of medical documentation • Arrange various records in an appropriate sequence • Demonstrate the knowledge of types of entries in preparing medical documentation 	Interactive Lecture: Content of medical documentation Activity: <ul style="list-style-type: none"> • Visit a nearby hospital and identify the contents of records maintained in a hospital
	Identify the role of GDA in maintaining record	<ul style="list-style-type: none"> • Explain different format and methods of documentation • Enlist the documents maintained by the hospital in MLC and RTA cases • Explain POMR 	<ul style="list-style-type: none"> • Demonstrate the knowledge of types and methods of medical records • Maintain records in proper documentation format • Maintain medical records for MLC and RTA cases 	Interactive Lecture: Role of GDA in maintaining medical record Activity: <ul style="list-style-type: none"> • Visit a nearby hospital and observe the records maintained in different departments

Unit Code: HSS402- NQ2015	Unit Title: Role of General Duty Assistant in Elderly and Child Care			
	Duration: 20 Hours			
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom / Hospital / Clinic	Demonstrate the knowledge of facts related to old age	<ul style="list-style-type: none"> • Describe different age groups • Explain 	<ul style="list-style-type: none"> • Demonstrate the knowledge of different age groups 	Interactive Lecture: Introduction to Old Age Activity:

		<p>biological aging</p> <ul style="list-style-type: none"> • Enlist the myths and facts about aging 	<ul style="list-style-type: none"> • Differentiate the myths and facts of ageing • Describe the biological and psychosocial reasons of ageing 	<ul style="list-style-type: none"> • Observe old people in your surrounding and tabulate the myths and facts of aging
	Identify the normal changes that occur at old age	<ul style="list-style-type: none"> • Enlist the common health problems that old people may suffer • Describe the legal needs of the elderly • State the changes that occur in different systems of body during old age • Explain the reasons for caring elderly 	<ul style="list-style-type: none"> • Identify the normal changes that occur at old age in different systems and part of the body • Demonstrate the knowledge of special needs, emotional support, social support and legal needs required at the old age 	<p>Interactive Lecture: Normal changes with older people</p> <p>Activity:</p> <ul style="list-style-type: none"> • Observe different needs with different age groups and tabulate the findings
	Demonstrate the knowledge of accomplishing basic needs of elderly people	<ul style="list-style-type: none"> • Explain the security and safety needs of an elderly people • Enlist any five requisites for better feeding during old age • Describe the food and fluid needs of elderly people 	<ul style="list-style-type: none"> • Demonstrate the knowledge of thinking and learning abilities of old age people • Demonstrate how GDA should communicate with an older patient 	<p>Interactive Lecture: Accomplishing Basic Needs of Elderly</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and observe the old age patients and write the safety related requirement and care rendered by GDA
	Identify common problems and care of elderly	<ul style="list-style-type: none"> • Enlist the common problem of skin and nails in elderly • Enumerate the common problems related to sensory organ in old age • State the common eye problems that may occur in old age • Describe the common problems that occur in endocrine glands during old age 	<ul style="list-style-type: none"> • Demonstrate the knowledge of common problems in human body systems during old age • Demonstrate the knowledge of the role of GDA in providing care according to patients need 	<p>Interactive Lecture: Common problems and care of elderly</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital old age home and identify the problems that are being dealt with
	Demonstrate the knowledge of caring of infants	<ul style="list-style-type: none"> • Enlist different age group before 18 years 	<ul style="list-style-type: none"> • Classify the age groups of children below 18 years 	<p>Interactive Lecture: Caring for infants and children</p>

	and children	<ul style="list-style-type: none"> of age Explain the stages of learning and thinking abilities amongst infants and children's Explain the importance of nutrition and hydration required for infants and children Describe the safety needs of children 	<ul style="list-style-type: none"> Demonstrate the knowledge of growth and development of children, stages of learning and thinking ability of child and their safety aspects Demonstrate the knowledge of nutrition and hydration for infants and children's and special care needed for them 	Activity: <ul style="list-style-type: none"> Identify the special needs of child in different age groups Observe toddlers nearby your house and tabulate the growth and developmental changes in male and female that occur during this age
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Unit Code: HSS403-NQ2015		Unit Title: Bio-waste Management		
Duration: 15 Hours				
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom / Hospital / Clinic	Demonstrate the knowledge of bio- medical waste management	<ul style="list-style-type: none"> Define bio-medical waste Enlist the risks involved in poor waste management in hospital Describe the importance of hospital waste management with respect to hospital staff and general public Explain how bio-medical waste management helps in environment protection Enlist the routes of transmission of infection in hospitals 	<ul style="list-style-type: none"> Identify the waste according to their category Demonstrate the knowledge of the need of bio-medical waste management Identify routes of transmission of infection in hospitals 	Interactive Lecture: Introduction to bio-medical waste management Activity: <ul style="list-style-type: none"> Visit a nearby hospital and identify the different waste and classify them according to category number
	Demonstrate the knowledge of the sources and disposal methods of bio-medical waste	<ul style="list-style-type: none"> Enlist the sources of bio-medical waste Identify the areas of bio medical waste generation in hospital Describe the method of disposing off of micro biological 	<ul style="list-style-type: none"> Demonstrate the knowledge of various sources of bio-medical waste in hospitals Demonstrate the knowledge of disposal techniques of different bio-medical waste 	Interactive Lecture: bio-medical waste management : Activity: <ul style="list-style-type: none"> Visit a nearby hospital and identify the waste and find the common areas of generation of waste Visit a nearby hospital and identify

		and bio technological waste in hospitals		the methods/ techniques of disposing off the bio-medical waste of the hospitals
Demonstrate the knowledge of segregation, packaging, transportation and storage of bio-medical waste	<ul style="list-style-type: none"> • Explain autoclaving and shredding • Describe transportation process of bio-medical waste • Describe the procedure of treatment of general waste and bio-medical waste in hospital • State the importance of colour coding criteria recommended by WHO 	<ul style="list-style-type: none"> • Identify the appropriate colour coding for bio-medical waste • Demonstrate the knowledge of different methods of treatment of bio-medical waste • Demonstrate the knowledge of transportation of bio-medical waste • Identify the bio-medical waste according to category, container to be used for disposal and class of bio-medical waste 	<p>Interactive Lecture: Bio- Segregation and Transportation of medical waste</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and observe the segregation, packaging, transportation and storage process of bio-medical waste 	
Identify the role of personnel involved in waste management	<ul style="list-style-type: none"> • State the functions of hospital waste management committee • Describe the duties of medical superintendent regarding bio-medical waste management • Describe the duties of matron in bio - medical waste management • Describe the importance of training on hospital waste management to different categories of staff in a hospital 	<ul style="list-style-type: none"> • Identify the role of various personnel in bio-medical waste management in hospital • Describe the role and functions of GDA in bio-medical waste management • Demonstrate the knowledge of importance of providing training to all categories of staff of the hospital 	<p>Interactive Lecture: Role of Personnel Involved in Waste Management</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and observed the duties performed by various health personnel in bio-medical waste management. • Attend a training programme on bio-medical waste management 	

Unit Code: HSS404- NQ2015		Unit Title: Operation Theatre		
Duration: 20 Hours				
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom / Hospital / Clinic	Identify the aims of planning of OT, location, size and different areas of operation theatre	<ul style="list-style-type: none"> • Explain about operation theatre • Describe the aims of planning of OT • State the standard size of OT • Explain about different zones of OT with their significance 	<ul style="list-style-type: none"> • Demonstrate the knowledge of the size of OT on the basis of surgical facilities • Identify the ideal location of OT in hospital • Demonstrate the knowledge of various zones of OT • Demonstrate the knowledge of procedures to achieve high degree of asepsis in protective zone, clean zone, sterile zone and disposal zone of OT 	<p>Interactive Lecture: Areas in Operation Theatre</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and draw a layout of OT • Identify different zones of OT with name of different facilities in the particular zone
	Demonstrate the knowledge of staffing and equipment of OT	<ul style="list-style-type: none"> • Identify the staff present in OT • Explain the procedure of care of instruments before and after use in operation theatre • State the policies and procedures adopted for maintenance of OT 	<ul style="list-style-type: none"> • Identify the range of equipment of OT • Identify the staff present in the OT with their duties • Demonstrate the knowledge of the care of equipment present in the OT • Demonstrate the knowledge of importance of schedule, policies and procedures and training of staff of OT 	<p>Interactive Lecture: Staffing and Equipment of OT</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and prepare the list of staff working in the OT • List the equipment available in OT
	Prepare a Patient for Operation Theatre (OT)	<ul style="list-style-type: none"> • Describe the duties of GDA in pre-operative preparation of the patient • Enlist the information to be written on patient wrist band 	<ul style="list-style-type: none"> • Demonstrate the knowledge of the vital parameters to be observed before sending the patient in OT • Prepare the patient for surgery 	<p>Interactive Lecture: Preparation of Patient for OT</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and prepare a patient for OT
	Render care of the patient in Post Operative phase	<ul style="list-style-type: none"> • Explain the importance of the fowler's position in post operative care • Explain the 	<ul style="list-style-type: none"> • Demonstrate the knowledge of care to be rendered by GDA in the post operative phase 	<p>Interactive Lecture: Post Operative Care</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and

		<p>methods of caring the patient required for surgical incision</p> <ul style="list-style-type: none"> • Explain different measures for corrections and their causes in case of risk of retention of urine post operative 		<p>observe the post surgery care given to patient</p>
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Unit Code: HSS405-NQ2015		Unit Title: Role of General Duty Assistant in Disaster Management and Emergency Response		
Duration: 15 Hours				
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom / Hospital / Clinic	Demonstrate the knowledge of goals, cycle and phases of disaster management and emergency response	<ul style="list-style-type: none"> • Define disaster • Describe the importance of disaster management • List the phases of disaster management • State two preparedness measures that should be taken to avoid an earthquake disaster in a multi-storey residential building 	<ul style="list-style-type: none"> • Identify hazards and risks in a given situation • Identify the phases in disaster management • Read terms and signage for disaster management • Identify the sections of the society which are vulnerable to disasters 	<p>Interactive Lecture: Disaster Management and Emergency Response</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit the local Bureau of Indian Standards (BIS) to study the building codes. • Visit the local office of the Town and Country Planning to study the zoning laws and regulations of your town/city especially from the point of view of disaster mitigation and preparedness.
	Demonstrate the knowledge of structure, roles and responsibilities of Emergency Response Team	<ul style="list-style-type: none"> • Explain significance of ERT • Enlist the members of an ERT • Enlist the equipment used by an ERT • Explain method of rescue and evacuation drill • Describe the benefits of drills 	<ul style="list-style-type: none"> • Identify personal protective equipment used by emergency response team or disaster management team • Identify the role of various teams in responding to an emergency in a given situation or accident. • Identify the agencies responsible for disaster management • Identify the type of search and 	<p>Interactive Lecture: Role and Responsibilities of Emergency Response Team</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit the local fire-station and note down the list of equipment and procedures that they use for conducting fire drill. • Tabulate the equipment needed for the rescue operation

			rescue operation in a given situation	
	Demonstrate the knowledge of classification, causes, methods and techniques of extinguishing fire using appropriate equipment	<ul style="list-style-type: none"> Describe the terms: <ul style="list-style-type: none"> o Rescue o Alarm o Extinguish o Evacuate Enlist the fire fighting equipment Explain the classification and causes of fire Describe methods of extinguishing fire Explain procedures of dealing with fire emergencies Differentiate between fire prevention and fire protection 	<ul style="list-style-type: none"> Classify the various types of fires Read and understand the signage for fire safety Demonstrate use of personal protective Equipment Determine the fire type and select appropriate fire extinguisher Perform the technique of extinguishing small fire using portable fire extinguishers Identify different fire fighting installations for controlling large fires Demonstrate the correct use of fire hose reel 	<p>Interactive Lecture: Fighting Fire</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit a hotel/multiplex/shopping mall to observe and record observations on the following: <ul style="list-style-type: none"> Emergency exits Location of fire alarms Assembly points Nearest alternative telephone Internal shelter areas First Aid equipment

Unit Code: HSS406- NQ2015	Unit Title: Self Management			
	Duration: 10 Hours			
Location: Classroom / Hospital / Clinic	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	Demonstrate the knowledge of the steps of setting a goal and various learning approaches in higher education	<ul style="list-style-type: none"> Explain SMART Enlist the steps of goal setting Describe the best practices of learning 	<ul style="list-style-type: none"> Demonstrate how to set the goals of different task using SMART steps Perform deep and surface approach of learning 	<p>Interactive Lecture: Goal Setting Strategies</p> <p>Activity:</p> <ul style="list-style-type: none"> Identify five priority need of your life and prepare the short term and long term goal for them
	Demonstrate the knowledge of Self-management	<ul style="list-style-type: none"> State the obstacles in understanding of self-management abilities Describe the factors which are not in control of 	<ul style="list-style-type: none"> Demonstrate the knowledge of self-management and attitude/confidence strategies Identify techniques of handling 	<p>Interactive Lecture: Self-Management</p> <p>Activity:</p> <ul style="list-style-type: none"> Role Play

		<p>human being at workplace</p> <ul style="list-style-type: none"> • Explain the strategies of self-management 	<p>distractions in study process</p>	
	<p>Demonstrate the knowledge of time management</p>	<ul style="list-style-type: none"> • Explain how to set priority of work in managing time • Describe the basic strategies of time management • Explain how to use time wisely 	<ul style="list-style-type: none"> • Manage the time effectively • Demonstrate the knowledge of time management strategies • Prepare TO DO LIST 	<p>Interactive Lecture: Time Management</p> <p>Activity:</p> <ul style="list-style-type: none"> • Prepare a time log book
	<p>Demonstrate the knowledge of concept of critical thinking and ways to become critical thinker</p>	<ul style="list-style-type: none"> • Define critical thinking • Enlist major factors to be kept in mind during the judgement • Describe the ways to become critical thinker 	<ul style="list-style-type: none"> • Use critical thinking • Demonstrate the knowledge of ways to become critical thinker • Demonstrate the knowledge of elements of critical thinking 	<p>Interactive Lecture: Critical Thinking</p> <p>Activity:</p> <ul style="list-style-type: none"> • Identify any five problems you have faced in the past life and note critical thinking technique that you have adopted to solve the problem
	<p>Demonstrate the knowledge of stress management</p>	<ul style="list-style-type: none"> • Define stress • Explain ways to manage stress • Enlist the stress management skills required by GDA • Identify various problems caused by stress in human body and behaviour • Identify social and work related problems caused due to stress 	<ul style="list-style-type: none"> • Manage stress in day to day activities • Demonstrate the knowledge of effects of stress on physical, mental, social and work related problems • Adopt stress management skills required for the job role of GDA • Demonstrate the knowledge of techniques used for stress management 	<p>Interactive Lecture: Stress Management</p> <p>Activity:</p> <ul style="list-style-type: none"> • Observe your surrounding people who are in stress and identify the health problems associated with them • Role Play

9.0 Assessment Guide

Assessment is a process used for determining an individual's progress or level of mastery/competence in an occupational area. It may be formative (continuous) and/or summative (final). It is a process of collecting evidence and making judgement about the extent to which a person demonstrates the knowledge and skills set out in the standards or learning outcomes of a unit of competency. Assessment should be done on the basis of information or evidence about the individual's ability against clearly stated objectives or standards. A diversity of assessment methods is required to achieve the multiple purposes and to satisfy the requirements of competency based assessment. Appropriate evidence is to be collected from activities that can be clearly related to the Units of Competency. It should cover all the elements and performance criteria/indicators in the competency standards. Student's achievements should be assessed by using the following methods of assessment.

S.No.	Method of Assessments	Weightage (Max. marks)	Evaluator
1.	Written test	30	Teacher
2.	Practical test	30	Certified Assessor #
3.	Oral test/viva voce	10	Teacher/External Examiner
4.	Portfolio	10	Teacher
5.	Project	10	Teacher/Trainer
6.	Direct Observation	10	Teacher/Trainer
Total		100	

Assessors will be certified by the State Education Board.

- 1. Written test:** It allows candidates to demonstrate that they have the knowledge and understanding of a given topic.
- 2. Practical test:** It allows candidates to demonstrate application of skills in simulated or real work conditions against competency standards (skill and academic standards).
- 3. Oral test/viva voce:** It allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of oral test or viva voce.
- 4. Portfolio:** It is a compilation of documents that supports the candidate's claim of competence that was acquired from prior learning and experience. Documents (including photo's, newspaper articles, reports, etc.) of practical experience in the workplace or the community and photographs of the products prepared by the candidates related to the units of competency should be included in the portfolio.
- 5. Project:** Projects (individual or group projects) are a great way to assess the practice skills on a deadline, but these 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.
- 6. Direct Observation** - Direct observation requires a considerable degree of commitment from the observer and those being observed. Employability skills evaluation listed below in the table should be evaluated through direct observation by the teacher/trainer and appropriate records should be maintained for transparency in evaluation.

Employability Skill Area	S.No.	Competencies and Performance Standards	Competent	Not Yet Competent
Communication	1.	Questions appropriately		
	2.	Writes clearly and legibly		
	3.	Demonstrates good listening and responding skills		
	4.	Informs about the absence and reasons of absence		
Responsibility	5.	Organizes work		
	6.	Manages time effectively and efficiently		
	7.	Complete assignments timely		
	8.	Displays care for tools and equipment		
	9.	Accepts responsibility pleasantly		
	10.	Exhibits patience		
	11.	Demonstrates pride in work		
Interpersonal relationship	12.	Displays friendly and cooperative attitude		
	13.	Demonstrates tactfulness in difficult situations		
	14.	Accepts constructive criticism		
	15.	Exhibits positive attitude		
Health and Safety	16.	Practices good personal hygiene regularly		
	17.	Maintains good personal health		
	18.	Dresses well and in appropriate manner		
Innovation and Creativity	19.	Give reasons and make judgements objectively		
	20.	Share ideas and thoughts with others		

1. Competent = 0.5 marks; Not Yet Competent = 0

10. List of Tools, Equipment and Materials

The list given below is suggestive and an exhaustive list should be prepared by the 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.

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| 1. Advanced Male and Female Catheterization Kit | 14. Cardiac Table |
| 2. Air Cushion | 15. Cervical Colour Set of Large Medium and Small |
| 3. Airway Mannequin | 16. CPR Mannequin |
| 4. Ambu Bag with Mask (Adult) | 17. Crash Card |
| 5. Artery Forceps | 18. Crutch |
| 6. Auto-loading Stretcher made of aluminum alloy | 19. Cupboard |
| 7. Back Rest | 20. Dissecting Forceps |
| 8. Bath Tub | 21. Doctors Table |
| 9. Bed Pan | 22. Draw Sheet |
| 10. Bed Sheet, Blanket, Pillow with Pillow Cover | 23. Electronic Blood Pressure Monitoring Machine |
| 11. Bed Side Locker | 24. Enamel Basin |
| 12. Birthing Simulator | 25. Fire Extinguisher (5 KG ABC type) |
| 13. Call Bell | 26. Foot Step |
| | 27. Full Body Mannequin - Basic |

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

11. Teacher Qualifications

Qualification, competencies and other requirements for Graduate Teacher and Healthcare Assistant on contractual basis are as follows:

S.No.	Qualification	Minimum Competencies	Age Limit
1.	Teacher B.Sc. Nursing & Midwifery (4 years) or 3 ½ years Diploma in GNM with one year experience	<ul style="list-style-type: none"> Effective communication skills (oral and written) Basic computing skills. Technical competencies (e.g., Should be able to perform and train the patient related skills 	18-37 years (as on Jan. 01 (year) Age relaxation to be provided as per Govt. rules.
2.	Healthcare Assistant 10+2 vocational course in Medical lab Technician, or 10+2 with science followed by certification/Diploma in MLT.	<ul style="list-style-type: none"> Technical competencies (e.g., Should be able to perform and train the patient related skills Should demonstrate skills and maintain lab 	18-37 years (as on Jan. 01 (year) Age relaxation to be provided as per Govt. rules.

12. List of Contributors

Experts

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