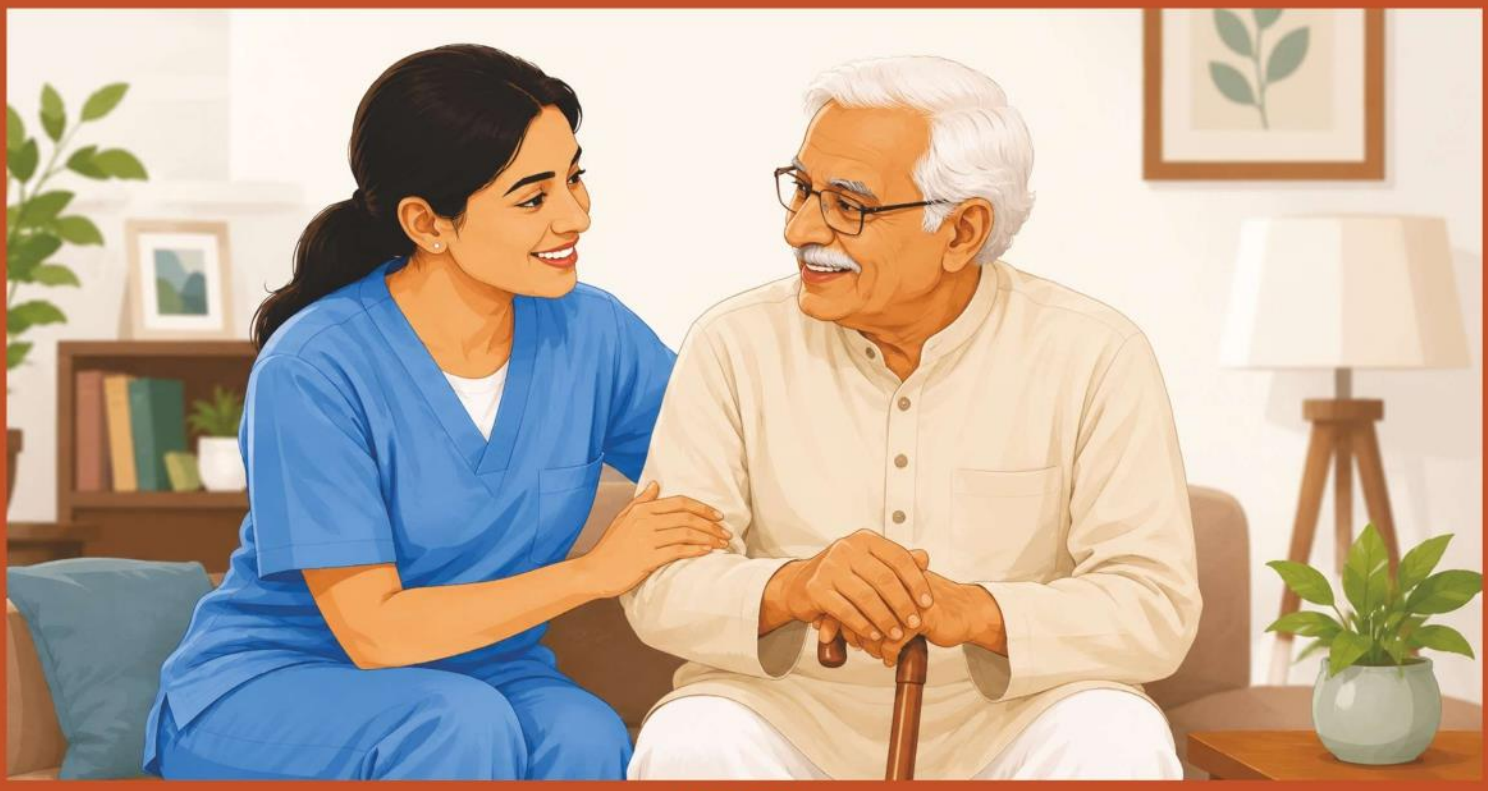
LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE : ELDERLY CARE COMPANION

(Qualification Pack Code: DWC/Q0802)

Sector: Home Management and Care Givers

Classes XI and XII



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NCERT

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(A constituent unit of NCERT, under Ministry of Education, Government of India)

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Published by:
Joint Director, PSS Central Institute of Vocational Education, NCERT, Shyamla Hills, Bhopal- 462 002, M.P., India

PREFACE

The PSS Central Institute of Vocational Education (PSSCIVE), Bhopal, was entrusted with the responsibility of developing learning outcome-based curricula, student workbooks, teacher handbooks, and e-learning resources for job roles across various sectors with significant employment potential. We express our sincere gratitude to the Department of School Education and Literacy, Ministry of Education, Government of India, for its financial support and cooperation in achieving the objective of providing quality curricula and courseware to States and other stakeholders under the Project Approval Board (PAB)-approved project.

PSSCIVE firmly believes that the vocationalisation of education in the country must be rooted in strong philosophical, cultural, and sociological traditions while effectively addressing the aspirations of learners and the evolving skill requirements of industry. Accordingly, the curricula have been designed to develop professional, managerial, entrepreneurial, and communication competencies that enable learners to meet the needs of society and the world of work.

In pursuance of its commitment to strengthening skill education in the country, PSSCIVE has undertaken the development of learning outcome-based curricula through the active involvement of its faculty members and distinguished experts from diverse fields. This initiative is being carried out through the collaborative efforts of academicians, industry professionals, policymakers, representatives of partner institutions, vocational education and training experts, and experienced teachers. Through a series of consultations, expert group meetings, workshops, and extensive review of reference materials, comprehensive National Curricula are developed for various job roles in different sectors.

The success of these curricula depends largely on their effective implementation. It is expected that administrators, planners, managers of vocational education and training systems, school leaders, and teachers will make concerted efforts to create appropriate learning facilities, establish meaningful linkages with industry and the world of work, and provide a conducive environment for the successful delivery of the curriculum.

The PSSCIVE remains steadfast in its commitment to bringing about meaningful reforms in skill education through learner-centric curricula, innovative pedagogical resources, and high-quality courseware that equip learners with the knowledge, skills, and competencies required for lifelong learning and gainful employment.

Dr Deepak Paliwal
Joint Director
PSS Central Institute of Vocational Education

18 September 2026

ABOUT THE CURRICULUM

The Elderly Care Companion curriculum has been developed to equip students with the knowledge, practical skills, values, and professional attitudes required to provide safe, compassionate, and person-centred care to older adults. With the rapid growth of the elderly population and increasing demand for quality caregiving services, the curriculum prepares learners for employment, higher education, entrepreneurship, and lifelong learning in the health and social care sector.

Designed in accordance with the National Education Policy (NEP) 2020, the National Curriculum Framework for School Education (NCF–SE) 2023, and the National Skills Qualification Framework (NSQF), the curriculum integrates theoretical understanding with practical training, experiential learning, ethical practices, and workplace exposure. It aims to develop competent caregivers who can support the physical, emotional, psychological, and social well-being of elderly individuals while promoting their dignity, independence, and quality of life.

The curriculum is organised over Classes XI and XII and comprises two major components: Employability Skills and Vocational Skills. Employability Skills strengthen communication, self-management, digital literacy, entrepreneurship, and environmental responsibility, while Vocational Skills focus on understanding ageing, assisting with activities of daily living, nutrition and medication support, health monitoring, professional caregiving practices, and community-based elderly care.

A learner-centred and competency-based approach has been adopted throughout the curriculum. Teaching–learning processes include classroom instruction, laboratory and simulation-based practice, demonstrations, case studies, role plays, field visits, internships, community interaction, and project work. Continuous assessment of knowledge, practical competencies, workplace behaviour, and professional ethics ensures holistic learner development.

This curriculum also encourages empathy, respect, inclusiveness, teamwork, cultural sensitivity, and ethical responsibility—qualities that are essential for providing quality care to senior citizens. It prepares learners to work effectively in hospitals, old-age homes, rehabilitation centres, assisted living facilities, home healthcare services, community organisations, and other healthcare settings.

By combining technical competence with human values and professional excellence, the Elderly Care Companion curriculum contributes to building a skilled workforce capable of meeting the evolving healthcare needs of an ageing society while supporting the vision of a healthy, inclusive, and caring nation.

Vinay Swarup Mehrotra
Professor and Head
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ACKNOWLEDGEMENTS

The PSS Central Institute of Vocational Education (PSSCIVE) expresses its sincere gratitude to the Department of School Education and Literacy (DoSE&L), Ministry of Education, Government of India, for the financial support provided through the project approved by the Project Approval Board (PAB) under the *Samagra Shiksha* for the development of curricula and textbooks aligned with various job roles across diverse sectors. This support has been instrumental in strengthening skill education by enabling the creation of high-quality, industry-relevant learning resources for students.

PSSCIVE places on record its special appreciation to Mrs. Mona Gupta, Chief Executive Officer, Home Management and Care Givers Sector Skill Council (HMCGSSC), New Delhi, for her invaluable support in the development of the Qualification Pack (QP) for the job role of Elderly Care Companion. Her expertise and continued involvement significantly contributed to strengthening the competency standards that form the foundation of the curriculum and the books.

The Institute places on record its deep appreciation for the dedicated efforts and valuable contributions of Dr. Deepti Kavathekar, Consultant (Contractual), Dr. Sourabh Meshram, Consultant (Contractual) and Dr. Prerna Nashine, Assistant Professor (Contractual), in the development of the content.

PSSCIVE also gratefully acknowledges the contributions of Ms. Akansha Dubey, Senior Editor (Contractual), Mr. Jitendra Kumar, Graphic Designer (Contractual), and Mr. Mohit Jain, DTP Operator (Contractual), for their support in editing, formatting, graphic design, and typesetting of this curriculum. Their commitment and expertise have significantly contributed to the presentation of the publication.

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1. COURSE OVERVIEW

The role of an Elderly Care Companion is essential in providing physical, emotional, and social support to senior citizens. With an increasing elderly population, the demand for compassionate and skilled caregivers is rising. The Elderly Care Companion is responsible for assisting with daily living activities, monitoring health parameters, offering companionship, and fostering a safe and comfortable environment for older adults. The individual in this role should possess empathy, patience, effective communication skills, and an understanding of elderly care practices. This course equips students with in-depth knowledge of geriatric care, personal hygiene, nutrition management, basic health monitoring, and emergency response techniques.

Students will gain hands-on experience through practical sessions, field visits, and real-world caregiving scenarios. The course prepares individuals for a fulfilling career in the healthcare and social service sectors, empowering them to enhance the quality of life for elderly individuals while promoting dignity and well-being.

2. COURSE OUTCOMES

On successful completion of the course, learners will be able to:

- Describe the physical, emotional, and social challenges of elderly individuals;
- Assist with personal care, hygiene, and mobility support for seniors;
- Plan and prepare balanced meals based on dietary requirements for elderly people;
- Monitor vital signs and recognise common health issues in seniors;
- Respond effectively to emergencies, including administering basic First Aid and Cardiopulmonary Resuscitation;
- Encourage mental and emotional well-being through companionship and recreational activities;
- Maintain accurate records of care provided and communicate effectively with family members and healthcare professionals; and
- Adapt caregiving approaches based on environmental, psychological, and physical factors.

3. COURSE REQUIREMENTS

- The student must have successfully completed Grade 10 or a vocational course for the job role under the NSQF (National Skill Qualifications Framework) level 3 in the same or concerned sector.
- Internet connectivity for accessing learning resources and digital content, wherever applicable.

4. COURSE DURATION

Class	Hours
Class XI	300 Hours
Class XII	300 Hours
Total	**600 Hours**

5. TEACHING–LEARNING AND TRAINING ACTIVITIES

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

Classroom Activities

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

Practical Training

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

Project Work

Project work is a great way to assess the practical skills over a certain period or timeline. Projects should simulate real-world scenarios, allowing students to solve problems or create something tangible using the skills and knowledge they've acquired. Projects should align with the curriculum's learning objectives, ensuring that students are applying relevant concepts and skills. Clear and detailed guidelines, including project objectives, evaluation criteria, and deadlines, should be provided by the teachers/assessors. Rubrics, which would include aspects like content, creativity, organization, presentation, and adherence to deadlines, should be used by the Assessors to establish specific criteria for marking or grading.

Field Visits

Field visits can be followed by the submission of reports by the students, based on the checklist. Teachers will develop a detailed checklist of items or questions students need to address during the visit. This could include specific observations, data collection, interviews, etc. Teachers will assess the reports based on the completeness of checklist items, depth of observations, analysis, and overall presentation.

After the visit, teachers will also encourage students to reflect on their field experience, for example, what students learned, how they will apply the knowledge gained through the field visit, etc.

6. ASSESSMENT AND CERTIFICATION

Assessment should be competency-based and aligned with the learning outcomes of the course and relevant National Occupational Standards (NOSs). It should evaluate both theoretical knowledge and practical skills.

The National Skills Qualifications Framework (NSQF) is an outcomes-based framework that is referenced to the National Occupational Standards (NOSs) rather than input-based parameters. The NSQF level descriptors define the expected learning outcomes for each qualification level and encompass five key dimensions: process, professional knowledge, professional skills, core skills, and responsibility. Assessment under the NSQF is intended to verify that learners have acquired the knowledge, skills, and competencies required to perform specific occupational roles. It also ensures that the learning programme has achieved the prescribed educational standards. Assessment should be closely integrated with certification so that learners, employers, and other stakeholders can clearly identify the competencies attained through the vocational course or subject.

Assessment practices should adhere to the principles of reliability, validity, flexibility, convenience, cost-effectiveness, fairness, and transparency. Standardized assessment tools should be employed to evaluate students' knowledge, and appropriate use of technology should be encouraged to enhance the quality, efficiency, and integrity of the assessment process.

Knowledge Assessment

Knowledge assessment should comprise two components:

- **Internal Assessment**, conducted by the institution; and
- **External Assessment**, including the theory examination conducted by the Board.

The assessment instruments should evaluate both conceptual understanding and the application of knowledge. Knowledge assessment may include objective-type, paper-based tests as well as short, structured-response questions aligned with the prescribed curriculum.

Written Examination

The written examination should enable candidates to demonstrate their knowledge, conceptual understanding, and ability to apply learning to relevant vocational contexts. The theory question paper for each vocational subject should be developed by a panel of subject experts comprising academicians, experienced vocational teachers, subject specialists from universities and colleges, and industry experts.

The respective Sector Skill Council (SSC) should be consulted by the Central or State Board while constituting the panel of experts responsible for question paper development and the conduct of examinations, ensuring that the assessment aligns with current industry standards and the relevant National Occupational Standards (NOSs).

The blueprint for the question paper may be as follows:

Duration: 3 hrs **Maximum Marks: 40**

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

Skill Assessment (Practical)

Practical assessment should evaluate learners' ability to perform tasks and demonstrate competencies through hands-on activities, projects, portfolios, practical examinations, and viva voce. Assessment should be based on predefined performance criteria and competency checklists.

Project and Portfolio Assessment

Learners should maintain a portfolio containing practical exercises, project reports, design documents, animations, videos, and other evidence of learning. Project work should be assessed on creativity, technical competence, problem-solving ability, and presentation.

Certification

Upon successful completion of the course and assessment requirements, certification may be awarded by the concerned Examination Board in accordance with prevailing guidelines and applicable National Skills Qualifications Framework (NSQF) norms.

7. SCHEME OF UNITS AND ASSESSMENT

Elderly Care Companion

CLASS XI

Part	Unit Title	Hours	Maximum Marks
Part A: Employability Skills	Communication Skills – III	25	
	Self-Management Skills – III	25	
	Information and Communication Technology Skills – III	20	
	Entrepreneurial Skills – III	25	
	Green Skills – III	15	
	Total (Part A)	**110**	**10**
Part B: Vocational Skills	Unit 1: Elderly Care and Caregiver Responsibilities	40	
	Unit 2: Safety and Daily Living Assistance	40	
	Unit 3: Nutrition, Health, and Medication Support	40	
	Unit 4: Professional Practices in Elderly Care	45	
	Total (Part B)	**165**	**40**
Part C: Practical Work	Practical Examination	6	15
	Written Test	1	10
	Viva Voce	3	10

	Total (Part C)	**10**	**35**
Part D: Project Work/ Field Visit	Practical File / Student Portfolio	10	10
	Viva Voce	5	5
	Total (Part D)	**15**	**15**
	Grand Total	**300**	**100**

Elderly Care Companion

CLASS XII

Part	Unit Title	Hours	Maximum Marks
Part A: Employability Skills	Communication Skills – IV	25	
	Self-Management Skills – IV	25	
	Information and Communication Technology Skills – IV	20	
	Entrepreneurial Skills – IV	25	
	Green Skills – IV	15	
	Total (Part A)	**110**	**10**
Part B: Vocational Skills	Unit 1: Advanced Elderly Care Technologies And Modern Care Systems	40	
	Unit 2: Professional Communication and Relationship Management	40	
	Unit 3: Care Coordination and Administrative Support	40	
	Unit 4: Advanced Health, Safety, and Community Support	45	
	Total (Part B)	**165**	**40**
Part C: Practical Work	Practical Examination	6	15
	Written Test	1	10
	Viva Voce	3	10
	Total (Part C)	**10**	**35**
Part D: Project Work / Field Visit	Practical File / Student Portfolio	10	10
	Viva Voce	5	5
	Total (Part D)	**15**	**15**
	Grand Total	**300**	**100**

8. SYLLABUS

CLASS 11

Part A: Employability Skills

S.No.	Unit	Duration (Hrs)
1.	Communication Skills – III	25
2.	Self-Management Skills – III	25
3.	Information and Communication Technology Skills – III	20
4.	Entrepreneurial Skills – III	25
5.	Green Skills – III	15
Total		**110**

UNIT 1: COMMUNICATION SKILLS–III

S.No.	Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1.	Demonstrate knowledge of effective communication	1. Introduction to communication 2. Importance of communication 3. Elements of communication 4. Perspectives in communication 5. Effective communication	1. Role-play on the communication process 2. Group discussion on factors affecting perspectives in communication 3. Classroom discussion on the 7Cs of effective communication (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) 4. Chart making on elements of communication	03
2.	Demonstrate verbal communication	1. Verbal communication 2. Public speaking	1. Role-play of a phone conversation 2. Group exercise on delivering speech and practicing public speaking	02

3.	Demonstrate non-verbal communication	1. Importance of non-verbal communication 2. Types of non-verbal communication 3. Visual communication	1. Role-play on non-verbal communication 2. Group exercise and discussion on Do's and Don'ts to avoid body language mistakes 3. Group activity on methods of communication	02
4.	Speak using correct pronunciation	1. Pronunciation basics 2. Speaking properly 3. Phonetics 4. Types of sounds	1. Group exercises on pronouncing words	01
5.	Demonstrate the knowledge of assertive communication style	1. Important communication styles 2. Assertive communication 3. Advantages of assertive communication 4. Practicing assertive communication	1. Group discussion on communication styles 2. Group discussion on observing and sharing communication styles	03
6.	Demonstrate the knowledge of saying No	1. Steps for saying 'No' 2. Connecting words (Conjunctions)	1. Group discussion on how to respond 2. Group activity on saying 'No'	02
7.	Identify and use parts of speech in writing	1. Capitalisation 2. Punctuation 3. Basic parts of speech 4. Supporting parts of speech	1. Group exercises on identifying parts of speech 2. Group exercises on constructing sentences 3. Group exercises on nouns	03
8.	Write sentences and paragraphs	1. Parts of a sentence 2. Types of object 3. Types of sentences 4. Paragraph	1. Exercises on making sentences 2. Activity on active and passive voice 3. Assignment on writing different types of sentences	02

9.	Communicate with people	1. Greetings 2. Introducing self and others	1. Role-play on formal and informal greetings 2. Role-play on introducing someone 3. Practice session and group discussion on greeting different people	02
10.	Introduce self to others and write about oneself	1. Talking about self 2. Filling out a form to write about self	1. Practicing self-introduction to write about self 2. Filling up forms to write about self	01
11.	Ask Questions	1. Types of questions 2. Asking close-ended and open-ended questions	1. Exercise on asking different types of questions 2. Group activity on framing open and close-ended questions	01
12.	Communicate information about family to others	1. Words that show relations in the family	1. Practice talking about family 2. Role-play on relations	01
13.	Describe habits and routines	1. Concept of habits and routines	1. Group discussion on habits and routines 2. Group activity on describing routines	01
14.	Ask or give directions to others	1. Asking for directions to a place 2. Giving directions for a place	1. Role-play on asking and giving directions to a place 2. Identifying symbols used for giving directions	01
			Total	**25**

UNIT 2: SELF-MANAGEMENT SKILLS–III

S.No.	Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1.	Identify and analyse own strengths and weaknesses	1. Knowing yourself 2. Identifying strengths and weaknesses	1. Activity on writing aims in life 2. Preparing a	03

		3. Difference between interests and abilities	worksheet on interests and abilities	
2.	Demonstrate personal grooming	1. Guidelines for dressing and grooming	1. Role-play on dressing and grooming standards 2. Self-reflection activity on dressing and grooming	04
3.	Maintain personal hygiene	1. Importance of personal hygiene 2. Three steps to personal hygiene 3. Essential steps of hand washing	1. Role-play on personal hygiene 2. Assignment on personal hygiene	03
4.	Demonstrate the knowledge of working in a team and participating in group activities	1. Describe the benefits of teamwork 2. Working in a team	1. Assignment on working in a team 2. Self-reflection on team work	03
5.	Describe the importance of networking skills	1. Benefits of networking skills 2. Steps to build networking skills	1. Group exercise on networking in action 2. Assignment on networking skills	03
6.	Describe the meaning and importance of self-motivation	1. Self-motivation 2. Types of motivation 3. Qualities of Self-motivated people	1. Activity on staying motivated 2. Assignment on reasons hindering motivation	03
7.	Set SMART goals	1. Meaning of goals and purpose of goal-setting 2. Setting SMART (Specific, measurable, attainable, realistic and timebound) goals	1. Assignment on setting SMART goals 2. Activity in developing long-term and short-term goals using the SMART method	03
8.	Apply time management strategies and techniques	1. Time management 2. Steps for effective time management	1. Preparing a checklist of daily activities 2. Preparing to-do-list	03
			Total	**25**

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS -III

S.No.	Learning Outcome	Theory (08 Hrs)	Practical (12 Hrs)	Duration (20 Hrs)
1.	Create a document on the word processor	1. Introduction to ICT 2. Advantages of using (Information and communication technology) a word processor 3. Work with LibreOffice Writer	1. Group activity on demonstration and practice of the following: i. Creating a new document ii. Typing text iii. Saving the text iv. Opening and saving files on Microsoft Word/Libre Office Writer	02
2.	Identify the basic interface of LibreOffice	1. Standard user interface of LibreOffice writer i. Status bar ii. Menu bar iii. Tool bar iv. Making a text bold	1. Group activity on using the basic user interface of LibreOffice writer 2. Group activity on working with Microsoft Word	02
3.	Save, close, open and print document	1. Saving a word document 2. Closing a word document 3. Open an existing document 4. Print a word document	1. Group activity on performing the functions for saving, closing, and printing documents in LibreOffice Writer 2. Group activity on performing the functions for saving, closing, and printing documents in Microsoft Word	02
4.	Format text in a word document	1. Changing style and size of text 2. Aligning text and 3. Cutting, Copying, Pasting text	1. Group activity on formatting text in LibreOffice Writer 2. Group activity on formatting text in	02

		4. Finding and replacing	Microsoft Word	
5.	Check spelling and grammar in a word document	1. Starting a spell checker 2. Short-cut menu for spell checker 3. Autocorrecting spellings	1. Group activity on checking spelling and grammar using LibreOffice Writer 2. Group activity on checking spelling and grammar using Microsoft Word	02
6.	Insert lists, tables, pictures, and shapes in a word document	1. Insert bullet list 2. Inserting the following in word document i. Number list ii. Tables iii. Pictures iv. Shapes	1. Practical exercise of inserting lists and tables using LibreOffice Writer	03
7.	Insert header, footer and page number in a word document	1. Inserting the following in a word document i. Header ii. Insert footer iii. Insert page number iv. Page count	1. Practical exercises of inserting header, footer and page numbers in LibreOffice Writer and Microsoft Word	03
8.	Demonstrate the use of track change option in a word document	1. Tracking changes in LibreOffice Writer 2. Manage option 3. Comparing documents	1. Group activity on performing changes in track mode in LibreOffice Writer and Microsoft Word	04
			Total	**20**

UNIT 4: ENTREPRENEURIAL SKILLS– III

S.No.	Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1.	Differentiate between different kinds of businesses	1. Introduction to entrepreneurship 2. Types of business activities- manufacturing, trading, and service	1. Role-play on different kinds of businesses around us	03

2.	Describe the significance of entrepreneurial values	1. Values of an Entrepreneur 2. Case study on qualities of an entrepreneur	1. Role-play on qualities of an entrepreneur	03
3.	Describe the attitudinal changes required to become an entrepreneur	1. Difference between the attitude of an entrepreneur and an employee	1. Interviewing employees and entrepreneurs	03
4.	Describe the importance of thinking like an entrepreneur	1. Problems of entrepreneurs 2. Problem-solving 3. Thinking like an entrepreneur to solve problems	1. Group activity on identifying and solving problems	04
5.	Generate business ideas	1. The business cycle 2. Principles of idea creation 3. Generating a business idea 4. Case studies	1. Group activity to create business ideas	04
6.	Describe customer needs and the importance of conducting a customer survey	1. Understanding customer needs 2. Conducting customer survey 3. Knowing competitors for understanding supply	1. Group activity for conducting a customer survey	04
7.	Create a business plan	1. Importance of planning 2. Preparing a business plan 3. Principles to follow for growing a business 4. Case studies	1. Group activity on developing a business plan	04
			Total	**25**

UNIT 5: GREEN SKILLS–III

S.No.	Learning Outcome	Theory (07 Hrs)	Practical (08 Hrs)	Duration (15 Hrs)
1.	Describe the importance of the main sectors of the green economy	1. Important sectors of green economy- i. Agriculture ii. Energy resources iii. Construction iv. Fisheries v. Forestry	1. Group discussion on sectors of the green economy 2. Preparing posters on various sectors for promoting the	06

		vi. Tourism vii. Transport viii. Water Management ix. Waste management x. Manufacturing xi. Industry	green economy	
2.	Describe policies for the green economy	1. Policies for a green economy	1. Group discussion on initiatives for promoting the green economy 2. Writing an essay or a short note on the important initiatives for promoting a green economy	03
3.	Describe the role of various stakeholders in the green economy	1. Stakeholders in the green economy	1. Group discussion on the role of stakeholders in the green economy 2. Making solar bulbs	03
4.	Describe the role of government and private agencies in the green economy	1. Role of the government in promoting a green economy 2. Role of private agencies in promoting green economy	1. Group discussion on the role of government and private agencies in promoting a green economy 2. Preparing posters on green sectors	03
			Total	**15**

Part B: Vocational Skills

S.No.	Unit	Duration (hrs)
1.	Unit 1: Elderly Care and Caregiver Responsibilities	40
2.	Unit 2: Safety and Daily Living Assistance	40
3.	Unit 3: Nutrition, Health, and Medication Support	40
4.	Unit 4: Professional Practices in Elderly Care	45
Total		**165**

UNIT 1: ELDERLY CARE AND CAREGIVER RESPONSIBILITIES

S.No.	Learning Outcome	Theory (15 hrs)	Practical (25 hrs)	Duration (40 hrs)
1.	Understand the Ageing process and the physical, emotional, and social needs of older adults	1. Physical changes during ageing 2. Emotional and social needs of older adults 3. Common age-related challenges 4. Respect, dignity, and person-centred care	1. Visit an elderly care facility and prepare a report on best practices in elderly care based on the needs of older adults 2. Participate in role plays demonstrating empathy, active listening, respectful behaviour, and handling challenging situations 3. Conduct a group discussion on the physical, emotional, and social needs of older adults 4. Analyse a case study on elderly care and identify appropriate caregiving practices	10
2.	Explain the roles, responsibilities, ethics, and professional conduct of an Elderly Care Companion	1. Scope of work of an Elderly Care Companion 2. Professional boundaries 3. Ethics and caregiver conduct 4. Rights of Elderly Individuals	1. Prepare a poster on the ethical and professional behaviour expected from an Elderly Care Companion 2. Analyse a situation-based study on elderly rights and care and suggest appropriate caregiving practices	10
3.	Demonstrate effective	1. Principles of active listening	1. Participate in a role-play activity to	10

	communication skills and provide emotional support to older adults	2. Empathetic communication 3. Building trust and companionship 4. Supporting emotional well-being	demonstrate active listening and empathetic communication with an older adult 2. Participate in a role-play demonstrating appropriate positive communication with older adults	
4.	Demonstrate personal hygiene, sanitation, and infection prevention practices while caring for older adults	1. Personal hygiene support 2. Hand hygiene and sanitation 3. Infection prevention and control practices 4. Waste Disposal and Cleanliness	1. Demonstrate proper handwashing and personal hygiene techniques. 2. Observe hygiene and sanitation practices in a home or community setting and prepare an observation report	10
			Total	**40**

UNIT 2: SAFETY AND DAILY LIVING ASSISTANCE

S.No.	Learning Outcome	Theory (15 hrs)	Practical (25 hrs)	Duration (40 hrs)
1.	Demonstrate home safety practices and implement fall prevention measures for older adults.	1. Identifying hazard in the home environment 2. Creating a safe caregiving environment 3. Preventing slips, trips, and falls 4. Use of basic safety devices and assistive equipment	1. Identify potential hazards in a simulated home environment and suggest safety improvements 2. Demonstrate fall prevention measures to ensure the safety of older adults	10
2.	Demonstrate safe mobility assistance and transfer	1. Walking assistance techniques 2. Wheelchair support and safety	1. Demonstrate safe walking assistance using a gait belt	10

	techniques for older adults.	3. Bed-to-chair and chair-to-bed transfer techniques 4. Body mechanics and posture for caregivers	2. Practice wheelchair handling, positioning, and safety techniques	
3.	Provide assistance with Activities of Daily Living (ADLs) while maintaining dignity and independence.	1. Dressing assistance 2.Grooming support 3. Toileting assistance 4. Feeding support	1. Demonstrate assistance with dressing and grooming using a manikin or simulated patient 2. Demonstrate safe feeding and toileting assistance for older adults	10
4.	Demonstrate appropriate emergency response, basic first aid, and CPR awareness procedures.	1. Responding to common emergencies 2. Basic first aid principles 3. CPR awareness 4. Emergency contact procedures and reporting	1. Demonstrate basic first aid for common emergencies such as cuts, burns, choking, and falls 2. Participate in a role-play demonstrating emergency response and communication in elderly care	10
			Total	**40**

UNIT 3: NUTRITION, HEALTH, AND MEDICATION SUPPORT

S.No.	Learning Outcome	Theory (15 hrs)	Practical (25 hrs)	Duration (40 hrs)
1.	Explain the nutritional needs of older adults and promote healthy eating habits.	1. Balanced diet for older adults 2. Importance of hydration 3. Dietary restrictions and special diets	1. Prepare a balanced meal plan for an older adult based on age, health condition, and dietary requirements 2. Identify healthy food choices and	10

			demonstrate proper hydration practices.	
2.	Demonstrate meal planning and safe feeding assistance while respecting individual preferences.	1. Meal preparation support 2. Safe feeding practices 3. Monitoring eating habits 4. Cultural and personal food preferences	1. Demonstrate safe feeding techniques using a manikin or simulated patient 2. Participate in a role-play demonstrating safe feeding assistance for older adults	10
3.	Demonstrate medication awareness and provide safe medication assistance under supervision.	1. Medicine schedules and reminders 2. Safe storage and handling of medicines 3. Observing common side effects 4. Importance of medication adherence	1. Prepare a medication schedule for a simulated patient 2. Demonstrate the safe storage and handling of medicines	10
4.	Monitor the health condition of older adults and maintain basic care records.	1. Monitoring the health condition of elderly individuals 2. Identifying warning signs and symptoms 3. Reporting concerns to family or healthcare staff 4. Maintaining basic care records	1. Demonstrate measuring and recording temperature and pulse using appropriate equipment 2. Prepare a basic care record by documenting daily health observations of an older adult	10
			Total	**40**

UNIT 4: PROFESSIONAL PRACTICES IN ELDERLY CARE

S.No.	Learning Outcome	Theory (15 hrs)	Practical (30 hrs)	Duration (45 hrs)
1.	Maintain accurate documentation and records related to elderly care services.	1. Daily care notes 2. Attendance and visit records 3. Medication logs 4. Importance of accurate documentation	1. Prepare and maintain daily care records for a simulated elderly care scenario	15

			2. Complete attendance, visit, and medication log sheets using sample case studies 3. Prepare attendance and visit records for caregiving services provided to an older adult	
2.	Demonstrate professional behaviour, workplace etiquette, and teamwork while providing elderly care.	1. Importance of Punctuality 2. Grooming and professional presentation 3. Respectful behaviour and workplace ethics 4. Teamwork and collaboration	1. Participate in role plays demonstrating professional behaviour and workplace etiquette 2. Demonstrate appropriate grooming, communication, and teamwork in simulated workplace 3. Conduct a group activity highlighting the importance of professionalism in elderly care	10
3.	Communicate effectively with family members and caregivers while maintaining confidentiality.	1. Communicating with caregivers and family members 2. Giving updates respectfully 3. Managing difficult conversations 4. Maintaining confidentiality	1. Role-play conversations with family members about the health and well-being of older adults 2. Demonstrate effective communication while handling sensitive situations and maintaining confidentiality	10

			3. Practice preparing and presenting care updates using simulated case scenarios	
4.	Demonstrate career readiness, financial literacy, and awareness of workplace rights and responsibilities.	1. Introduction to employment processes 2. Basic banking and digital payment systems 3. Workplace rights and responsibilities 4. Career pathways in elderly care	1. Prepare a simple résumé and participate in a mock interview for the role of an Elderly Care Companion 2. Perform a role play between a caregiver and family member of an elderly individual	10
			Total	**45**

CLASS 12

Part A: Employability Skills

S.No.	Units	Duration (hrs)
1.	Communication Skills- IV	25
2.	Self-management Skills – IV	25
3.	Information and Communication Technology Skills - IV	20
4.	Entrepreneurial Skills – IV	25
5.	Green Skills – IV	15
Total		**110**

UNIT 1: COMMUNICATION SKILLS – IV

S.No.	Learning Outcome	Theory (10hrs)	Practical (15 hrs)	Duration (25 hrs)
1.	Demonstrate active listening skills	1. Active listening - listening skills and stages of active listening 2. Overcoming barriers to active listening	1. Group discussion on factors affecting active listening 2. Preparing posters of steps for active listening 3. Role-play on negative	10

			effects of not listening actively	
2.	Identify the parts of speech	1. Parts of speech – using capitals, punctuation, and basic parts of speech, supporting parts of speech	1. Group practice on identifying parts of speech 2. Group practice on constructing sentences	10
3.	Write sentences	1. Writing simple sentence 2. Writing complex sentences 3. Types of object 4. Types of sentences i. Active and Passive sentences ii. Statement/ Declarative sentence iii. Question/ Interrogative sentence iv. Emotion/ Reaction or Exclamatory sentence v. Order or Imperative sentence vi. Paragraph writing	1. Group work on writing sentences and paragraphs 2. Group work on practicing writing sentences in active or passive voice 3. Group work on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)	05
	Total			**25**

UNIT 2: SELF-MANAGEMENT SKILLS – IV

S.No.	Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1.	Describe the various factors influencing motivation and positive attitude	1. Motivation and positive attitude 2. Intrinsic and extrinsic motivation 3. Positive attitude – ways to maintain positive attitude 4. Stress and stress management – ways to manage	1. Role-play on avoiding stressful situations 2. Activity on listing negative situations and ways to turn them to positive	15

		stress		
2.	Demonstrate the Knowledge of becoming oriented	1. Becoming result-oriented 2. Goal setting – examples of result-oriented goals	1. Group activity on listing aim in life	05
3.	Describe the importance of self-awareness and the basic personality traits, types and disorders	1. Steps towards self-awareness 2. Personality and basic personality traits 3. Common personality disorders- i. Suspicious ii. Emotional and impulsive iii. Anxious 4. Steps to overcome personality disorders	1. Group discussion on self-awareness	05
	Total			**25**

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS - IV

S.No.	Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 hrs)
1.	Identify the components of a spreadsheet application	1. Getting started with a spreadsheet - types of a spreadsheet 2. Steps to start LibreOffice Calc., 3. Components of a worksheet	1. Group activity on identifying components of spreadsheet in LibreOffice Calc.	02
2.	Perform basic operations in a spreadsheet	1. Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell 2. Selecting multiple cells 3. Saving the spreadsheet in various formats 4. Closing the spreadsheet	1. Group activity on working with data on LibreOffice Calc.	03

		5. Opening the spreadsheet 6. Printing the spreadsheet		
3.	Demonstrate the knowledge of working with data and formatting text	1. Using spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving formula 2. Formatting cell and content 3. Changing text style and font size 4. Aligning text in a cell 5. Highlighting text	1. Group activity on formatting a spreadsheet in LibreOffice Calc 2. Group activity on performing basic calculations in LibreOffice Calc.	02
4.	Demonstrate the knowledge of using advanced features in spreadsheet	1. Advanced features in Spreadsheet i. Sorting data ii. Filtering data iii. Protecting spreadsheet with password	1. Group activity on sorting data in LibreOffice Calc	02
5.	Make Use of software for making slides presentations	1. Steps to start LibreOffice Impress 2. Adding text to a presentation	1. Group practice on working with LibreOffice Impress tools	02
6.	Demonstrate the knowledge of opening, closing and slide presentations	1. Printing a presentation	1. Group activity on closing and saving a presentation in LibreOffice Impress	03
7.	Demonstrate the knowledge of working with slides	1. Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and	1. Group practice on working with font styles in LibreOffice Impress	03

		formatting text, highlighting text, aligning text and changing text color		
8.	Demonstrate the use of advanced features in a presentation	1. Advanced features used in a presentation 2. Inserting shapes in the presentation 3. Inserting clipart and images in a presentation 4. Changing slide layout	1. Group activity on changing slide layout on LibreOffice Impress	03
	Total			**20**

UNIT 4: ENTREPRENEURIAL SKILLS-IV

S.No.	Learning Outcome	Theory (10hrs)	Practical (15hrs)	Duration (25hrs)
1.	Describe the types and qualities of entrepreneurs	1. Entrepreneurship and entrepreneur 2. Characteristics of entrepreneurship 3. Entrepreneurship- art and science 4. Qualities of a successful entrepreneur 5. Types of entrepreneurs 6. Roles and functions of an entrepreneur 7. What motivates an entrepreneur? 8. Identifying opportunities and risk-taking 9. Startups	1. Group discussion on the topic 'An entrepreneur is not born but created' 2. Conducting a classroom quiz on various aspects of entrepreneurship	10
2.	Identify the barriers to entrepreneurship	1. Barriers to entrepreneurship i. Environmental barriers ii. Faulty business plan iii. Personal barriers	1. Group discussion about "What we fear about entrepreneurship" 2. Activity on taking an interview of an	05

			entrepreneur	
3.	Identify the attitude that makes an entrepreneur successful	1. Entrepreneurial attitude	1. Activities will be decided by the teacher	05
4.	Demonstrate the Knowledge of Entrepreneurial Attitude and Competencies	1. Entrepreneurial competencies i. Decisiveness ii. Initiative iii. Interpersonal skills- positive iv. attitude, stress v. management vi. Perseverance vii. Organizational skills- time management, goal setting, efficiency, managing quality	1. Activity on "My entrepreneurial attitude"	05
	Total			**25**

UNIT 5: GREEN SKILLS-IV

S.No.	Learning Outcome	Theory (05 hrs)	Practical (10 hrs)	Duration (15 hrs)
1.	Identify the benefits of the green jobs	1. Green jobs 2. Benefits of green jobs 3. Green jobs in different sectors: i. Agriculture ii. Transportation iii. Water conservation iv. Solar and wind energy v. Eco-tourism vi. Building and construction vii. Solid waste management viii. Appropriate technology	1. Group discussion on the importance of green job	8
2.	State the importance of green jobs	1. Importance of green jobs in the following	1. Preparing posters on green jobs	7

		i. Limiting greenhouse gas emissions ii. Minimising waste and pollution iii. Protecting and restoring ecosystems iv. Adapting to the effects of climate change	2. Group activity on tree plantation	
	Total			**15**

Part B: Vocational Skills

S. No.	Unit	Duration (hrs)
1.	Unit 1: Advanced Elderly Care Technologies and Modern Care Systems	40
2.	Unit 2: Professional Communication and Relationship Management	40
3.	Unit 3: Care Coordination and Administrative Support	40
4.	Unit 4: Advanced Health, Safety, and Community Support	45
Total		**165**

UNIT 1: ADVANCED ELDERLY CARE TECHNOLOGIES AND MODERN CARE SYSTEMS

S. No.	Learning Outcome	Theory (35 hrs)	Practical (40 hrs)	Duration (40 hrs)
1.	Demonstrate the safe use and maintenance of assistive devices and mobility technologies for older adults.	1. Types of assistive devices (walkers, wheelchairs, hearing aids) 2. Smart assistive devices for elderly care 3. Safe usage of assistive devices 4. Maintenance of assistive devices	1. Demonstrate the correct use of walkers, wheelchairs, and hearing aids in simulated care situations 2. Identify different assistive devices and explain their purpose 3. Practice routine inspection and maintenance of assistive devices using a checklist	10
2.	Explain the use of telemedicine	1. Introduction to telemedicine and virtual consultations	1. Participate in a role-play demonstrating a	10

	and remote monitoring technologies in elderly care.	2. Remote health monitoring devices 3. Digital communication with healthcare providers 4. Privacy in digital care	telemedicine consultation for an older adult 2. Practice to observe and identify health monitoring devices 3. Conduct a digital safety poster making	
3.	Demonstrate basic care practices for older adults with dementia and cognitive impairment.	1. Understanding dementia and memory loss 2. Communication strategies for dementia care 3. Behaviour management techniques 4. Cognitive stimulation activities	1. Role-play communication techniques for interacting with older adults with dementia 2. Conduct simple cognitive stimulation activities such as memory games and orientation exercises 3. Participate in simulated care scenarios involving behavioural changes in older adults	10
4.	Describe emerging technologies, innovative practices, global trends, and career opportunities that are shaping the future of elderly care	1. Smart homes and technology-enabled elderly care 2. Community-based care models 3. Institutional and palliative care trends 4. International practices in wellness 5. Future career opportunities in geriatric services	1. Identify smart home technologies used to support the safety and independence of older adults 2. Conduct a group discussion comparing community, institutional, and home-based care models	10
			Total	**40**

UNIT 2: PROFESSIONAL COMMUNICATION AND RELATIONSHIP MANAGEMENT

S. No.	Learning Outcome	Theory (20 hrs)	Practical (30 hrs)	Duration (40 hrs)
1.	Demonstrate effective verbal, non-verbal, and digital communication skills while providing elderly care.	1. Verbal and non-verbal communication 2. Telephone and digital communication etiquette 3. Professional language and communication skills	1. Role-play effective communication with older adults in different care situations 2. Demonstrate professional telephone and video-call etiquette during simulated healthcare interactions 3. Demonstrate non-verbal communication techniques while interacting with older adults	10
2.	Build positive relationships and manage conflicts while respecting cultural diversity.	1. Building trust with elderly individuals 2. Managing emotional situations 3. conflict handling in elderly care 4. cultural sensitivity in elderly care 5. Importance of rapport and conflict resolution	1. Participate in role plays demonstrating trust-building and emotional support 2. Practice conflict resolution strategies through simulated caregiving scenarios	10
3.	Coordinate effectively with family members and visitors to support quality elderly care.	1. Coordinating with Family Members 2. Visitor Management and Visitor Protocols 3. Managing inquiries and complaints 4. Supporting Family Engagement	1. Role-play handling visitor inquiries and complaints professionally 2. Prepare a visitor management checklist for an	10

			elderly care facility	
4.	Maintain communication records and ensure confidentiality in elderly care.	1. Communication documentation in elderly care 2. Data privacy 3. Confidential protocols 4. Ethical communication practices	1. Prepare sample communication records and interaction logs based on case studies 2. Conduct a role play on confidentiality and ethical communication	10
			Total	**40**

UNIT 3: CARE COORDINATION AND ADMINISTRATIVE SUPPORT

S. No.	Learning Outcome	Theory (15 hrs)	Practical (25 hrs)	Duration (40 hrs)
1.	Perform administrative responsibilities and maintain records in elderly care settings.	1. Maintaining care records 2. Inventory and supply management 3. Coordination with healthcare staff 4. Reporting systems in care settings	1. Prepare and maintain sample care records, attendance registers, and inventory logs 2. Prepare and maintain an inventory record of supplies used in elderly care	10
2.	Plan and coordinate daily care activities and healthcare appointments for older adults.	1. Appointment scheduling 2. Daily care planning 3. Medication reminders 4. Follow-up coordination	1. Prepare a daily care schedule for an older adult based on a given case study 2. Demonstrate scheduling medical appointments and follow-up visits using a planner or digital calendar	10
3.	Demonstrate effective time management and	1. Prioritization of caregiving tasks 2. Shift coordination in care settings	1. Participate in team-based activities to prioritize	10

	teamwork in elderly care services.	3. Team communication 4. Managing workload in caregiving	caregiving tasks during simulated shifts 2. Participate in a role-play demonstrating shift coordination and effective team communication in elderly care	
4.	Use digital documentation systems while ensuring data security and confidentiality.	1. Understanding digital documentation 2. Digital data entry practices 3. Cyber safety basics 4. Secure handling of patient information	1. Demonstrate digital data entry using sample electronic care record formats 2. Participate in a role-play demonstrating data security and confidentiality in elderly care. digital health records	10
			Total	**40**

UNIT 4: ADVANCED HEALTH, SAFETY, AND COMMUNITY SUPPORT

S. No.	Learning Outcome	Theory (15 hrs)	Practical (25 hrs)	Duration (45 hrs)
1.	Demonstrate advanced personal care and hygiene support for older adults with special care needs.	1. Importance of personal care in elderly care 2. Skin care and pressure sore prevention 3. Grooming assistance for dependent older adults 4. Infection prevention in advanced care 5. Supporting bedridden older adults	1. Practice grooming, oral hygiene, and personal care for bedridden older adults 2. Participate in a role-play demonstrating infection prevention and pressure sore care for older adults	10
2.	Assist older adults with safe	1. Public mobility assistance	1. Demonstrate safe escorting	10

	transportation and promote community participation.	2. Assistance during hospital visits 3. Travel safety planning 4. Supporting social and community participation 5. Safety precautions during escorting and transportation	techniques during simulated hospital visits and community outings 2. Plan and participate in a community engagement activity for older adults	
3.	Respond appropriately to safety incidents and coordinate emergency support services.	1. Understanding safety incidents 2. Incident reporting procedures 3. Responding to falls and injuries 4. Emergency coordination with healthcare services 5. Disaster preparedness in care settings	1. Demonstrate appropriate responses to simulated incidents such as falls, injuries, and medical emergencies 2. Conduct a role play on emergency coordination and disaster preparedness	10
4.	Practice self-care strategies and maintain professional well-being as an Elderly Care Companion.	1. Understanding Caregiver Stress 2. Burnout in Caregiving 3. Stress Management Techniques 4. Emotional resilience in Caregiving strategies 5. Self-care practices for caregivers 6. Professional support systems	1. Prepare a personal self-care and stress management plan 2. Conduct a role play on emotional resilience and professional support	15
			Total	**45**

9. ORGANISATION OF FIELD VISITS

To enhance practical learning, vocational teachers should organize at least 3 field visits in a year for students. These visits help bridge the gap between classroom instruction and real-world application.

General Guidelines for Organizing the Field Visit

1. **Select Relevant Sites**
   Choose the site based on training goals—e.g., markets, restaurants, SHG (self-help group) kitchens, clinics, or households.
2. **Plan in Advance**
   Contact the site to schedule the visit. Confirm permissions, timing, and safety measures.
3. **Set Clear Learning Outcomes**
   Define what trainees should observe or practice during the visit (e.g., hygiene protocols, budgeting, kitchen layout).
4. **Prepare Students**
   Brief them on visit objectives, etiquette, dress code, and questions to ask.
5. **Supervise Actively**
   Ensure discipline, engagement, and note-taking. Encourage interaction with site staff.
6. **Conduct Debriefing**
   After the visit, hold a short reflection session. Discuss what was learned and how it applies to home kitchens.
7. **Document the Visit**
   Maintain a brief report with date, location, outcomes, and trainee feedback.

Suggestive Sites for Visits

1. Old Age Homes
- Observe daily routines and care practices
- Interact with residents to build empathy and communication skills
- Learn about recreational activities and emotional support

2. Hospitals or Geriatric Wards
- Understand the medical needs of elderly patients
- Observe coordination between caregivers and medical staff
- Learn basic mobility assistance and hygiene care

3. Day Care Centers for Seniors
- Observe how daytime engagement activities are run
- Assist with meals, games, and social events
- Learn how to support active aging

4. Palliative or Hospice Care Units
- Learn about emotional comfort and pain management
- Understand the importance of dignity and respect

5. Community Health Centre or Home Visits
- Learn about home tasks for the elderly

6. Physiotherapy or Rehabilitation Centers
- Observe elderly rehabilitation exercises
- Understand and learn about the use of mobility aids and assistive devices
- Learn how to motivate and assist in physical activity

10. LIST OF EQUIPMENT AND MATERIALS

The list given below is suggestive and an exhaustive list should be prepared by the vocational teacher. Only basic tools, equipment, and accessories should be procured by the Institution

so that the routine tasks can be performed by the batch of a maximum 30 students regularly for practice and acquiring adequate practical experience.

S. No.	Name of the Equipment/ Material	Minimum number of Equipment required (per batch of 30 trainees)
1.	Air Freshener	2
2.	Almirah	1
3.	Bags	6
4.	Glucometer	1
5.	Pulse oximeter	
6.	Blood pressure monitor (manual and/or digital)	1
7.	Cups (Tea/Coffee)	6
8.	Broom	6
9.	Feeding table	1
10.	Duster	6
11.	Printer	1
12.	Notepad	30
13.	Pen	30
14.	Personal Protection Equipment Kit	30
15.	Bath Towels	2
16.	Bed 6X4 feet	1
17.	Bed Sheets	2
18.	Bedpans	2
19.	Blanket / Quilt	1
20.	Bucket (20 Ltr.)	1
21.	First Aid box with basic medicines	1
22.	Wet tissues	1
23.	Cloth Drying Stand	1
24.	Mobility aids for the handicapped person	1
25.	Cooking Range	1
26.	Cooking Utensils	1
27.	Cupboards	1
28.	Cutlery Set	1
29.	Dinner Set	1
30.	Dishwasher	1
31.	Scanner	1
32.	Dust Bin	2
33.	Dust Pan	6
34.	Weight Machine	1
35.	Feather Duster - Big & Small	6
36.	Fire Extinguisher	1

37.	Garbage Bags Black	6
38.	Glassware	10
39.	Hand Sanitizer	2
40.	Hand Towels	4
41.	Hand Wash	2
42.	Insect Killer Spray	1
43.	Iron and Iron Board	1
44.	Knife Set	1
45.	Laundry Basket	1
46.	Liquid Antiseptic	1
47.	Mannequin (Adult)	1
48.	Mattress	1
49.	Microwave	1
50.	Mirror	1
51.	Mop (Indian/Western)	1
52.	Naphthalene balls	1
53.	Needle and Thread (different colour)	1
54.	Paper Napkins	2
55.	Pillow Covers	2
56.	Pillows	2
57.	Room Freshener	4
58.	Rubber Hand Gloves	4
59.	Rugs	4
60.	Serving Tray Set	1
61.	Sofa Set	1
62.	Soft Broom (Indian)	1
63.	Sponge	2
64.	Tea Set	1
65.	Toilet Roll	2
66.	Urobags (Urine collecting bag)	1
67.	Washing Machine	1
68.	Newspapers	6
69.	Wheel Chair	1
70.	Zip Lock Bags	6
71.	Printed training manuals and handouts	5
72.	Digital thermometer	1
73.	Weighing scale	1
74.	Height measuring rod	1
75.	Stethoscope	2
76.	Adult diapers	1 pack
77.	Medication organizer boxes	05
78.	Hospital bed or adjustable bed for home care simulation	1

79.	Bathing aids (e.g., shower chair, sponge, no-rinse wipes)	As per requirement
80.	Charts on common geriatric diseases (dementia, arthritis, diabetes)	2
	Models of the human body or specific organs (optional)	2

11. VOCATIONAL TEACHER'S/ TRAINER'S QUALIFICATION

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

S. No	Qualification	Minimum Competencies	Minimum Age Limit
1	Nursing Diploma or Degree OR	• Knowledge of elderly care, personal hygiene, mobility support, medication awareness • Understanding of aging process, communication, mental health, elder rights • Hands-on experience in elderly caregiving, and ability to train others	Max. 30 years (Age relaxation to be provided as per Govt. rules)
2	Graduate degree in Social Work, Gerontology, or Health OR		
3	Certified Caregiver with Training Experience of NSQF Level 4 or above		

These guidelines have been prepared with an aim to help and guide the States in engaging quality Vocational Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Vocational Teachers/Trainers, Educational Qualifications, Industry Experience, and Certification/Accreditation are also prepared. The State may engage Vocational Teachers/Trainers in schools approved under the component of Vocationalisation of Secondary and Higher Secondary Education under RMSA in the following ways:

12. ROLES AND RESPONSIBILITIES OF THE VOCATIONAL TEACHER/TRAINER

S. No.	Roles and Responsibilities
1	Plan and deliver competency-based training in accordance with the prescribed curriculum, NSQF, and NCERT guidelines.
2	Develop learners' knowledge, practical skills, and professional attitudes required for providing safe, compassionate, and person-centred elderly care.
3	Demonstrate and supervise practical training in personal hygiene, grooming, mobility assistance, transfers, nutrition, medication support (within scope), vital signs monitoring, infection control, and first aid.

4	Maintain a safe, hygienic, and well-equipped training environment, ensuring the proper use of assistive devices, equipment, and personal protective equipment (PPE).
5	Integrate communication skills, empathy, ethics, dignity, confidentiality, and respect for older persons into classroom and practical learning.
6	Train learners to assist older adults with Activities of Daily Living (ADLs) and Instrumental Activities of Daily Living (IADLs).
7	Promote awareness of age-related physical, psychological, emotional, and social changes affecting elderly individuals.
8	Guide learners in providing emotional support, companionship, mental well-being assistance, and social engagement for senior citizens.
9	Encourage effective communication and teamwork with family members, caregivers, nurses, doctors, and other healthcare professionals.
10	Conduct competency-based assessments through practical demonstrations, assignments, projects, and continuous evaluation.
11	Maintain student attendance, assessment records, practical logbooks, portfolios, and other required documentation.
12	Organise field visits, community outreach programmes, healthcare institution visits, and interactions with elderly care facilities to enhance experiential learning.
13	Ensure compliance with health, safety, infection prevention and control, biomedical waste management, and workplace ethics during training.
14	Integrate employability skills, entrepreneurship, digital literacy, financial literacy, and green practices into vocational education.
15	Guide students on career opportunities, internships, apprenticeships, higher education pathways, certification, and self-employment in the elderly care and healthcare sectors.
16	Encourage lifelong learning, professionalism, compassion, and continuous skill development to meet evolving industry requirements.
17	Collaborate with healthcare institutions, hospitals, old-age homes, Sector Skill Councils, industry partners, and community organisations to strengthen practical training and employment opportunities.
18	Participate in curriculum development, faculty development programmes, research, quality improvement initiatives, and other institutional activities related to vocational education.

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