

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM



Job Role: Elderly Care Companion

(QUALIFICATION PACK: Ref. Id. DWC/Q0802)

Sector: Home Management and
Care Givers

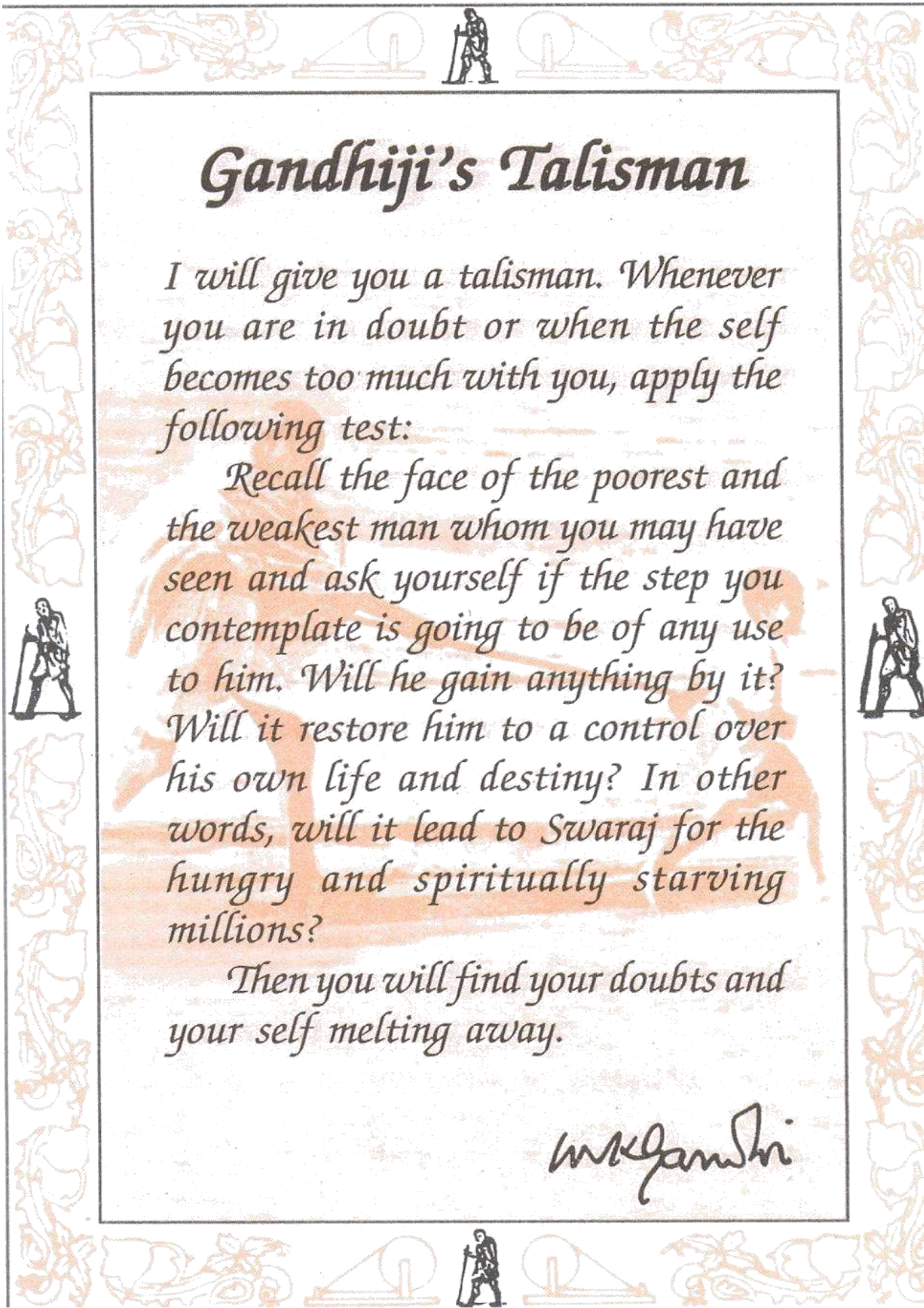
Grades 11 and 12



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

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

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



Gandhiji's Talisman

I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away.

M.K. Gandhi

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PATRONS

Prof. Dinesh Prasad Saklani
Director,
National Council of Educational
Research and Training,
New Delhi

Dr. Deepak Paliwal
Joint Director
PSS Central Institute of Vocational
Education, Bhopal

COURSE COORDINATOR

Dr. Vinay Swarup Mehrotra
Professor & Head
Curriculum Development &
Evaluation Centre,
PSS Central Institute of
Vocational Education, Bhopal

Published by:

Joint Director

PSS Central Institute of Vocational Education,
NCERT, Shyamla Hills, Bhopal – 462 002

FOREWORD

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

It is a matter of great pleasure to introduce this learning outcome-based vocational curriculum as part of the vocational training package for the job role of Elderly Care Companion. The curriculum has been developed for the secondary students of vocational education and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualifications Framework (NSQF).

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

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

Prof. Dinesh Prasad Saklani
Director
National Council of
Educational Research and Training

New Delhi

PREFACE

India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth is immense and the possibilities are equally exciting. The world is looking at us to deliver sustainable growth and progress. To meet the growing expectations, India will largely depend upon its young workforce. The much-discussed demographic dividend will bring sustaining benefits only if this young workforce is skilled and its potential is channelized in the right direction.

To fulfill the growing aspirations of our youth and the demand for skilled human resources, the Ministry of Education, Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education in 2012 with the aim to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. The scheme was subsumed in *Samagra Shiksha* in 2018 along with other schemes of school education. For spearheading Vocationalisation of Education, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted with the responsibility to develop a learning outcome-based vocational curriculum, student workbooks, teacher handbooks, and e-learning materials for the job roles in various sectors, with growth potential for employment.

The PSSCIVE firmly believes that the vocationalisation of education in the nation needs to be established on a strong footing of philosophical, cultural, and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial, and communication skills to fulfill the needs of society and the world of work. In order to honour its commitment to the nation, the PSSCIVE has initiated the work on developing a learning outcome-based vocational curriculum with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policymakers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group, through a series of consultations, working group meetings, and use of reference materials, develops the National Curriculum.

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, and valuable time and positively responding to our request for the development of the curriculum. We are grateful to MoE and NCERT for the financial support and cooperation in realising the objective of providing learning outcome-based vocational curriculum and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *Samagra Shiksha* of the Ministry of Education, Government of India.

Finally, for transforming the proposed curriculum design into a vibrant reality of implementation, all the institutions involved in the delivery system shall have to come together with a firm commitment, and they should secure optimal community support.

The success of this curriculum depends upon its effective implementation, and it is expected that the managers of vocational education and training system, including subject teachers, will make efforts to create better facilities, develop linkages with the world of work, and foster a conducive environment as per the content of the curriculum document.

The PSSCIVE, Bhopal remains committed to bringing about reforms in the vocational education and training system through the learner-centric curricula and courseware. We hope that this document will prove useful in turning out a more competent Indian workforce for the 21st century.

Dr. Deepak Paliwal
Joint Director
PSS Central Institute of Vocational Education, Bhopal

ACKNOWLEDGEMENTS

On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE), we are grateful to the members of the Project Approval Board (PAB) of *Samagra Shiksha* and the officials of the Ministry of Education (MoE), Government of India for the financial support to the project for development of learning outcome-based curricula.

We are grateful to the Director, National Council of Educational Research and Training (NCERT) for his support and guidance. We also acknowledge the contributions of our colleagues at the NCERT, National Council for Vocational Education and Training (NCVET), National Skill Development Corporation (NSDC) and Home Management and Care Givers Sector Skill Council for their academic support and cooperation.

We are grateful to Prof. Vinay Swarup Mehrotra, Course Coordinator, for his untiring efforts and contribution to the development of this learning outcome-based curriculum.

The academic contribution by Dr Deepti Kavathekar, Consultant (Contractual) and editorial assistance provided by Ms. Akansha Dubey, Assistant Editor (Contractual) at PSSCIVE is appreciated and acknowledged.

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1. COURSE OVERVIEW

COURSE TITLE: Elderly Care Companion

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.

COURSE OUTCOMES: On completion of the course, the student should 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 recognize 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.

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.

COURSE DURATION:

Grade 11: 300 hours

Grade 12: 300 hours

Total: 600 hours

2. SCHEME OF UNITS AND ASSESSMENT

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Grade 11 and 12 opting for vocational subjects along with general education subjects.

The unit-wise distribution of hours and marks for Grade 11 is as follows:

GRADE 11			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – III	25	40
	Unit 2: Self-management Skills – III	25	
	Unit 3: Information and Communication Technology Skills – III	20	
	Unit 4: Entrepreneurial Skills – III	25	
	Unit 5: Green Skills – III	15	
	Total	110	
Part B	Vocational Skills		
	Unit 1: Key Responsibilities of an Elderly Care Companion	30	40
	Unit 2: Background Check and Verification Process	25	
	Unit 3: Record Keeping and Payment Process	25	
	Unit 4: Supporting Mobility and Physical Wellness	35	
	Unit 5: Nutritional Needs and Medication Assistance	25	
	Unit 6: Tailored Services for Resident Care	25	
	Total	165	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total	300	100

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

GRADE 12			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – IV	25	40
	Unit 2: Self-management Skills – IV	25	
	Unit 3: Information and Communication Technology Skills – IV	20	
	Unit 4: Entrepreneurial Skills – IV	25	
	Unit 5: Green Skills – IV	15	
	Total	110	
Part B	Vocational Skills		
	Unit 1: Enhancing Social Engagement and Preventing Isolation	30	40
	Unit 2: Welcoming Visitors and Addressing Inquiries with Care	25	
	Unit 3: Managing Communication and Phone Assistance for the Elderly	35	
	Unit 4: Handling Administrative Tasks for Elderly Well-being	45	
	Unit 5: Health, Hygiene, and Safety in Elderly Care	30	
	Total	165	
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total	300	100

3. TEACHING/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 WORK IN LABORATORY/WORKSHOP

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.

FIELD VISITS

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

4. ASSESSMENT AND CERTIFICATION

The National Skill Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard. The assessment should be reliable, valid, flexible, convenient, cost-effective and above all, it should be fair and transparent. Standardised assessment tools should be used for the assessment of knowledge of students. Necessary arrangements should be made for using technology in the assessment of students.

KNOWLEDGE ASSESSMENT (THEORY)

Knowledge Assessment should include two components: one comprising internal assessment and the second-, an external examination, including a theory examination to be conducted by the Board. The assessment tools shall contain components for testing the knowledge and

application of knowledge. The knowledge test can be an objective paper-based test or short structured questions, based on the content of the curriculum.

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

Duration: 3 hours

Maximum Marks: 40

S. No.	Typology of Question	No. of Questions			
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	Marks
1.	Remembering – (Knowledge-based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	3	2	2	13
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	2	1	07
4.	High Order Thinking Skills – (Analysis and Synthesis – classify, compare, contrast, or differentiate between different pieces of information; organise 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)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a “competency checklist”. The student has to demonstrate competency against the performance criteria. The assessors assessing the skills of the students should possess current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Council should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination: Practical examination allows candidates to demonstrate the knowledge and understanding of performing a task. This will include the performance of tasks and viva voce. Teachers/Examiner will clearly define the tasks that candidates are required to perform during the practical examination. These tasks should align with the learning objectives of the course. Students are to be evaluated based on their skills, technique, accuracy, and overall performance.

For the practical exam, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce. They will assess the candidates' skills, adherence to industry standards, and efficiency in task execution. Special emphasis should be on assessment of the candidate's ability to troubleshoot and solve problems related to the tasks. During the viva-voce, focus should be on assessment of the candidate’s communication skills and understanding of the subject.

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 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.

Student Portfolio is a compilation of documents that supports the candidate’s claim of competence. Documents may include reports, articles and photos of products prepared by students in relation to the unit of competency. Copies of certificates and awards received for academic achievements, extracurricular activities, or competitions may also be included in the portfolio. Student’s portfolio may also include personal reflections of the students on their learning journey, challenges faced, and lessons learned.

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

5. UNIT CONTENTS

Grade 11

Part A: Employability Skills

S.No.	Units	Duration (hours)
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

Learning Outcome	Theory (10 hours)	Practical (15 hours)	Duration (25 hours)
1. Demonstrate knowledge of communication	<ol style="list-style-type: none"> 1. Introduction to communication 2. Importance of communication 3. Elements of communication 4. Perspectives in communication 5. Effective communication 	<ol style="list-style-type: none"> 1. Role-play on the communication process 2. Group discussion on factors affecting perspectives in communication 3. Classroom discussion on the 7Cs (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) of effective communication 4. Chart making on elements of communication 	03
2. Demonstrate verbal communication	<ol style="list-style-type: none"> 1. Verbal communication 2. Public speaking 	<ol style="list-style-type: none"> 1. Role-play of a phone conversation. 2. Group exercise on delivering speech and practicing public 	02

		speaking	
3. Demonstrate non- verbal communication	<ol style="list-style-type: none"> 1. Importance of non-verbal communication 2. Types of non-verbal communication 3. Visual communication 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Pronunciation basics 2. Speaking properly 3. Phonetics 4. Types of sounds 	<ol style="list-style-type: none"> 1. Group activities on practicing pronunciation 	01
5. Apply an assertive communication style	<ol style="list-style-type: none"> 1. Important communication styles 2. Assertive communication 3. Advantages of assertive communication 4. Practicing assertive communication 	<ol style="list-style-type: none"> 1. Group discussion on communication styles 2. Group discussion on observing and sharing communication styles 	03
6. Demonstrate the knowledge of saying no	<ol style="list-style-type: none"> 1. Steps for saying 'No' 2. Connecting words 	<ol style="list-style-type: none"> 1. Group discussion on how to respond 2. Group activity on saying 'No' 	02
7. Identify and use parts of speech in writing	<ol style="list-style-type: none"> 1. Capitalisation 2. Punctuation 3. Basic parts of speech 4. Supporting parts of speech 	<ol style="list-style-type: none"> 1. Group activity on identifying parts of speech 2. Writing a paragraph with punctuation marks 3. Group activity on constructing sentences 4. Group activity on identifying parts of speech 	03
8. Write correct sentences and paragraphs	<ol style="list-style-type: none"> 1. Parts of a sentence 2. Types of objects 3. Types of sentences 4. Paragraph 	<ol style="list-style-type: none"> 1. Activity on writing 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 and group discussion on how to greet different people?	02
10. Introduce yourself to others and write about oneself	1. Talking about self 2. Filling a form	1. Practicing self-introduction and filling up forms 2. Practicing self-introduction to others	01
11. Develop questioning skill	1. Main types of questions 2. Forming closed and open-ended questions	1. Practice exercise on forming questions 2. Group activity on framing questions	01
12. Communicate information about family to others	1. Names of relatives 2. Relations	1. Practice talking about family 2. Role-play on talking about family members in a relation	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 2. Using landmarks	1. Role-play on asking and giving directions 2. Identifying symbols used for giving directions	01
Total			25

UNIT 2: SELF-MANAGEMENT-III

Learning Outcome	Theory (10 hours)	Practical (15 hours)	Duration (25 hours)
1. Identify and analyze own strengths and weaknesses	1. Understanding self 2. Techniques for identifying strengths and weaknesses 3. Difference between interests and abilities	1. Activity on writing aims in life 2. Preparing a worksheet on interests and abilities	03
2. Demonstrate personal grooming skills	1. Guidelines for dressing and grooming 2. Preparing a personal grooming checklist	1. Role-play on dressing and grooming standards 2. Self-reflection activity on various aspects of personal 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 teamwork	03
5. Develop 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. Meaning of self-motivation 2. Types of motivation 3. Steps to building self-motivation	1. Activity on staying motivated 2. Assignment on reasons hindering motivation	03
7. Set goals	1. Meaning of goals and purpose of goal-setting 2. Setting SMART goals	1. Assignment on setting SMART goals 2. Activity on developing long-term and short-term goals using SMART method	03
8. Apply time management strategies and techniques	1. Meaning and importance of time management 2. Steps for effective time management	1. Checklist for making preparation for daily activities 2. Preparing To-do-list	03
Total			25

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY - III

Learning Outcome	Theory (08 hours)	Practical (12 hours)	Duration (20 hours)
1. Create a document on the word processor	1. Introduction to ICT 2. Advantages of using a word processor 3. Work with LibreOffice Writer	1. Group activity on demonstration and practice of the following: <ul style="list-style-type: none"> • Creating a new document • Typing text • Saving the text • Opening and saving file on Microsoft word/LibreOffice Writer 	02

2. Identify icons on the toolbar	<ol style="list-style-type: none"> 1. Status bar 2. Menu bar 3. Icons on the Menu bar 4. Multiple ways to perform a function 	<ol style="list-style-type: none"> 1. Group activity on using basic user interface of LibreOffice writer 2. Group activity on working with Microsoft Word 	02
3. Save, close, open and print document	<ol style="list-style-type: none"> 1. Save a word document 2. Close 3. Open an existing document 4. Print 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Change style and size of text 2. Align text 3. Cut, Copy, Paste 4. Find and replace 	<ol style="list-style-type: none"> 1. Group activity on formatting text in LibreOffice Writer 2. Group activity on formatting text in Microsoft Word 	02
5. Check spelling and grammar in a word document	<ol style="list-style-type: none"> 1. Use of spell checker 2. Autocorrect 	<ol style="list-style-type: none"> 1. Group activity on checking spellings and grammar using LibreOffice Writer 2. Group activity on checking spellings and grammar using Microsoft Word 	02
6. Insert lists, tables, pictures, and shapes in a word document	<ol style="list-style-type: none"> 1. Insert bullet list 2. Number list 3. Tables 4. Pictures 5. Shapes 	<ol style="list-style-type: none"> 1. Practical exercise of inserting lists and tables using LibreOffice Writer 	03
7. Insert header, footer and page number in a word document	<ol style="list-style-type: none"> 1. Insert header 2. Insert footer 3. Insert page number 4. Page count 	<ol style="list-style-type: none"> 1. Practical exercise of inserting header, footer and page numbers in LibreOffice Writer 2. Practical exercise of inserting header, footer and page numbers in Microsoft Word 	03

8. Make changes by using the track change option in a word document	1. Tracking option 2. Manage option 3. Compare documents	1. Group activity on performing track changes in LibreOffice Writer 2. Group activity on performing track changes in Microsoft Word	04
Total			20

UNIT 4: ENTREPRENEURIAL SKILLS – III

Learning Outcome	Theory (10 hours)	Practical (15 hours)	Duration (25 hours)
1. Differentiate between different kinds of businesses	1. Introduction to entrepreneurship 2. Types of business activities	1. Role-play on different kinds of businesses around us	03
2. Describe the significance of entrepreneurial values	1. Meaning of value 2. Values of an entrepreneur 3. Case study on qualities of an entrepreneur	1. Role-play on qualities of an entrepreneur	03
3. Demonstrate the attitudinal changes required to become an entrepreneur	1. Difference between the attitude of entrepreneur and employee	1. Interviewing employees and entrepreneurs	03
4. Develop thinking skills like an entrepreneur	1. Problems of entrepreneurs 2. Problem-solving 3. Ways to think like an entrepreneur	1. Group activity on identifying and solving problems	04
5. Generate business ideas	1. Principles of idea creation 2. Generating a business idea 3. 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 a customer survey	1. Group activity to conduct a customer survey	04
7. Create a business plan	1. Importance of business 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

Learning Outcome	Theory (07 hours)	Practical (08 hours)	Duration (15 hours)
1. Describe the importance of the main sector of the green economy	<ol style="list-style-type: none"> 1. Meaning of ecosystem, food chain and sustainable development 2. Main sectors of the green economy- E-waste management, green transportation, renewal energy, green construction, and water management 	<ol style="list-style-type: none"> 1. Group discussion on sectors of green economy 2. Preparing posters on various sectors for promoting green economy 	06
2. Describe the main recommendations of policies for the green economy	<ol style="list-style-type: none"> 1. Policies for a green economy 	<ol style="list-style-type: none"> 1. Group discussion on initiatives for promoting the green economy 2. Writing an essay or a short note on the important initiatives for promoting green economy. 	03
3. Describe the major green sectors/ areas and the role of various stakeholders in the green economy	<ol style="list-style-type: none"> 1. Stakeholders in the green economy 	<ol style="list-style-type: none"> 1. Group discussion on the role of stakeholders in the green economy 2. Making solar bulbs. 	03
4. Identify the role of government and private agencies in the green economy	<ol style="list-style-type: none"> 1. Role of the government in promoting a green economy 2. Role of private agencies in promoting green economy 	<ol style="list-style-type: none"> 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.	Units	Duration (Hours)
1.	Key Responsibilities of an Elderly Care Companion	30
2.	Background Check and Verification Process	25
3.	Record Keeping and Payment Process	25
4.	Supporting Mobility and Physical Wellness	35
5.	Nutritional Needs and Medication Assistance	25
6.	Tailored Services for Resident Care	25
Total		165

UNIT 1: KEY RESPONSIBILITIES OF AN ELDERLY CARE COMPANION

Learning Outcome	Theory (10 hours)	Practical (20 hours)	Duration (30 hours)
1. Describe the primary roles and responsibilities of Elderly Care Companion	<ol style="list-style-type: none"> 1. Introduction to elderly care companionship 2. Difference between medical and non-medical care 3. Importance of companionship in aging 4. Roles and responsibilities of Elderly Care Companion in supporting daily living activities, emotional and social support to the elderly and monitoring their well-being. 5. Maintaining boundaries for respecting privacy, dignity and family dynamics. 	<ol style="list-style-type: none"> 1. Visit an elderly care facility and prepare a report on best practices for caring for the elderly, based on their needs. 2. Role plays on active listening, handling difficult situations, behaviour, empathy building, etc. 3. Group discussion on the specific needs of the elderly. 	05
2.	<ol style="list-style-type: none"> 1. Job role and career opportunities for an Elderly Care Companion in the non-clinical caregiving sector, such as an In-Home Caregiver, Assisted Living Facility Companion, Adult Day Care Staff, Companion 	<ol style="list-style-type: none"> 1. Identify available job roles for an Elderly Care Companion in India. 2. Demonstrate the key duties and responsibilities of an Elderly Care Companion. 	10

	for Hospice or Palliative Care, Travel or Live-in Companion, Agency Care Staff, Trainer for New Caregivers, etc.		
3. Follow hygiene, sanitation, and infection control in elderly care.	<ol style="list-style-type: none"> 1. Basics of personal hygiene and caregiving. 2. Environmental sanitation 3. Common infections in the elderly 4. Spread of microorganism and the control measures 5. Standard cleaning and sanitation procedures 6. Hygiene in food handling 	<ol style="list-style-type: none"> 1. Demonstrate proper handwashing and personal hygiene techniques. 2. Practice sanitization of elderly care equipment and surroundings. 3. Practice assisted bathing, oral care, nail care using manikin 4. Use of hygiene aids (wipes, bedpans, etc.) 	05
4. Describe the emotional and psychological well-being of elderly individuals.	<ol style="list-style-type: none"> 1. Common emotional and psychological challenges faced by the elderly: loneliness, fear, grief, low self-esteem, etc. 2. Impact of retirement, loss of independence, and role changes 3. Common mental health conditions: depression, anxiety, memory loss (non-clinical overview) 4. Ways to provide emotional support and companionship. 	<ol style="list-style-type: none"> 1. Role-play on communication techniques to offer emotional support. 2. Simulated care scenarios, such as handling cases of an elderly person expressing sadness or withdrawal or with memory lapses or mild confusion 	10
Total			30

UNIT 2: BACKGROUND CHECK AND VERIFICATION PROCESS

Learning Outcome	Theory (10 hours)	Practical (15 hours)	Duration (25 hours)
1. Explain the employee verification procedure.	<ol style="list-style-type: none"> 1. Importance of a standardized procedure for employee verification. 2. Legal and regulatory aspects of background checks. 	<ol style="list-style-type: none"> 1. Demonstrate how to correctly fill out an employee verification form. 2. Simulate an employee verification process through a case study or conduct role-play. 	05

2. Identify and explain the various documents needed for employee verification.	<ol style="list-style-type: none"> Documents required for verification, including: <ol style="list-style-type: none"> PAN (Permanent Account Number) card Aadhaar card Voter ID Ration card Driving license Passport Educational certificates. Significance of submitting attested copies of these documents. Process of police verification and employer verification protocols. 	<ol style="list-style-type: none"> List and categorize various types of documents required for verification. Conduct a mock verification process, including document submission and authentication. 	10
3. Recognize fraudulent documents and identity theft risks.	<ol style="list-style-type: none"> Common signs of a fraudulent document. Legal consequences of providing false documents. 	<ol style="list-style-type: none"> Conduct a practical exercise on detecting forged or altered documents. Role-play a scenario where a candidate submits fake documents and learn how to handle it. 	05
4. Describe employer responsibilities and confidentiality.	<ol style="list-style-type: none"> Employer obligations in verifying employee identity. Importance of confidentiality and ethical considerations in background checks. 	<ol style="list-style-type: none"> Conduct a group discussion on ethical challenges in employee verification. Develop a verification checklist to ensure compliance. 	05
Total			25

UNIT 3: RECORD KEEPING AND PAYMENT PROCESS			
Learning Outcome	Theory (10 hours)	Practical (15 hours)	Duration (25 hours)
1. Plan and manage travel and logistics	<ol style="list-style-type: none"> Essentials for elderly travel (medications, medical kits, luggage). Planning itineraries, booking travel tickets, arranging visas, and accommodation. 	<ol style="list-style-type: none"> Create a sample itinerary or a travel plan. 	05

2. Manage household tasks, pet care, and minor repairs.	<ol style="list-style-type: none"> 1. Daily household tasks, such as cleaning, laundry, dishwashing, grocery purchasing and supply management 2. Escorting the elderly for grooming, shopping, and outings. 3. Techniques for handling and feeding pets, care of pets, etc. 4. Identifying minor household repair tasks and making necessary fixes: Loose screws on chairs, knobs, or handles, stuck drawers or cabinet doors, burnt-out light bulbs, leaky taps (basic tightening only), squeaky hinges, minor wall stains or marks, 	<ol style="list-style-type: none"> 1. Draft a checklist of essential household and travel items. 2. Role-play assisting the elderly with grooming, shopping, and attending social events. 3. Role-play accompanying the elderly to appointments and shopping. 4. Demonstrate minor household fixes and repairs (Change a bulb using a step stool, tighten a loose chair leg, reattach a doorknob, silence a squeaky hinge with oil, wipe wall marks or fill tiny holes, etc.). 	10
3. Describe the banking services and assist with financial tasks.	<ol style="list-style-type: none"> 1. Types of bank accounts (savings, pension, deposits). 2. Banking forms (deposit, withdrawal, utility bill payments). 3. Writing official letters and assisting with documentation. 	<ol style="list-style-type: none"> 1. Role-play on assisting with banking forms and pension-related paperwork. 2. Simulate a visit to a bank, post office, or legal office. 3. Demonstrate coordination with bank representatives for home banking services. 	05
4. Demonstrate knowledge of various payment methods.	<ol style="list-style-type: none"> 1. Payment methods (cash, online, Equated Monthly Installment (EMI), property tax, insurance). 2. Precautions against online fraud (using strong and unique passwords, avoiding opening emails from strange email addresses, phishing emails, etc.). 3. Common billing issues and how to resolve them. 	<ol style="list-style-type: none"> 1. Create a bill payment schedule and set reminders. 2. Role-play on advising on online payments and fraud prevention. 3. Role play on assisting in manual and online payment of utility bills and insurance premiums. 	05
Total			25

UNIT 4: SUPPORTING MOBILITY AND PHYSICAL WELLNESS

Learning Outcome	Theory (10 hours)	Practical (25 hours)	Duration (35 hours)
1. Conduct physical assessments and encourage elderly exercise.	<ol style="list-style-type: none"> Physical assessment procedures for elderly individuals. Basic physical therapy techniques. Methods to motivate seniors for regular exercise, including balance and strength training. 	<ol style="list-style-type: none"> Perform a physical assessment and gather health data. Guide an elderly person through basic strength and balance exercises. 	10
2. Identify and demonstrate suitable yoga postures and therapeutic techniques based on individual health conditions.	<ol style="list-style-type: none"> Different types of yoga postures for elderly individuals. Therapeutic use of heat and cold for pain relief. Basic physical and mental health monitoring techniques. Selecting exercises based on personal interests and physical condition. 	<ol style="list-style-type: none"> Role-play on consulting a doctor regarding prescribed exercises or therapy. Demonstrate balance, strength, and flexibility exercises. Yoga exercises for improved immunity, flexibility, and stress management. 	25
Total			35

UNIT 5: NUTRITIONAL NEEDS AND MEDICATION ASSISTANCE

Learning Outcome	Theory (10 hours)	Practical (15 hours)	Duration (25 hours)
1. Plan meals and manage meals as per medical prescriptions.	<ol style="list-style-type: none"> Nutrition basics for elderly care Guidelines for meal planning tailored to elderly individuals. Creating a weekly meal plan 	<ol style="list-style-type: none"> Role-play on consulting a physician to understand specific nutritional needs. Demonstrate steps to prepare and follow a prescribed meal plan and schedule. 	10
2. Demonstrate knowledge of dietary modifications for elderly health conditions.	<ol style="list-style-type: none"> Dietary recommendations for conditions like diabetes, hypertension, and osteoporosis. 	<ol style="list-style-type: none"> Create a sample meal plan based on specific dietary needs. 	05

	<ul style="list-style-type: none"> • For diabetes: reduce sugar, use complex carbs, regular meal timing • For hypertension: low-sodium foods, avoid processed items • For high cholesterol: reduce saturated fat, increase fiber • For osteoporosis: calcium and vitamin D-rich foods • For constipation: high-fiber foods, increased water • For dysphagia: soft or pureed foods, thickened liquids <p>2. Importance of hydration and meal timing.</p>	2. Demonstrate preparation of a balanced meal according to dietary restrictions.	
3. Assist with safe medication administration and management.	<ol style="list-style-type: none"> 1. Different types of medications (oral, topical, injections). 2. Reading medical prescription labels (name, dose, timing, instructions) 3. Medication schedule and tracking 4. Proper storage and handling of medicines. 5. Recognizing side effects and adverse reactions. 	<ol style="list-style-type: none"> 1. Reading mock prescriptions 2. Filling out a weekly medication chart 3. Using a pill organizer 4. Practice organizing a weekly medication schedule and setting reminders. 	05
4. Monitor dietary intake and medication adherence for overall well-being.	<ol style="list-style-type: none"> 1. Importance of tracking food intake and medication schedules. 2. Identifying signs of nutritional deficiencies or medication side effects. 3. Communicating observations to healthcare professionals. 	<ol style="list-style-type: none"> 1. Maintain a food and medication log for an elderly person. 2. Role-play on reporting dietary concerns or medication issues to a caregiver or doctor. 	05
Total			25

UNIT 6: TAILORED SERVICES FOR RESIDENT CARE

Learning Outcome	Theory (10 hours)	Practical (15 hours)	Duration (25 hours)
1. Demonstrate good manners, hygiene, timely task completion, and punctuality in household and workplace settings.	<ol style="list-style-type: none"> 1. Importance of maintaining hygiene and sanitation in professional settings. 2. Practicing good manners (covering mouth when coughing, avoiding spitting, etc.). 3. Value of timely and disciplined task execution. 4. Importance of punctuality and reporting to work on time. 	<ol style="list-style-type: none"> 1. Role-play responding to residents' complaints professionally. 2. Role-play on proactive communication in notifying residents about issues. 3. Simulate collecting and incorporating resident feedback for service improvement. 	10
2. Communicate respectfully, maintain proper attire and hygiene, consider gender and age-specific needs, and interact appropriately with persons with disabilities.	<ol style="list-style-type: none"> 1. Importance of respectful communication and privacy in the workplace. 2. Maintaining proper attire, hygiene, and professional appearance. 3. Gender-specific and age-related needs of residents. 4. Best practices for interacting with persons with disabilities. 5. Importance of gender-sensitive service, social distancing, and inclusivity. 	<ol style="list-style-type: none"> 1. Demonstration on how to report workplace issues to residents/employers. 2. Practice appropriate personal behaviour, overcoming biases regarding disabilities. 3. Role-play providing tailored services for diverse gender and age groups. 4. Demonstrate assisting people with disabilities while maintaining dignity and respect. 5. Apply methods to identify and report workplace harassment and discrimination. 6. Role-play informing an employer of personal health issues related to injury or illness. 	15
Total			25

GRADE 12

Part A: Employability Skills

S. No.	Units	Duration (hours)
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

Learning Outcome	Theory (10 hours)	Practical (15 hours)	Duration (25 hours)
1. Demonstrate active listening skills	1. Active listening -listening skill, 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 effects of not listening actively	10
2. Identify the parts of speech	1. Parts of speech – using capitals, punctuation, 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 skills to the following: <ul style="list-style-type: none"> • Simple sentence • Complex sentence • Types of objects 2. Types of sentences: <ul style="list-style-type: none"> - Active and passive sentences - Statement/ Declarative sentence - Question/ Interrogative sentence - Emotion/ Reaction or Exclamatory sentence - Order or Imperative sentence 3. 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

Learning Outcome	Theory (10 hours)	Practical (15 hours)	Duration (25 hours)
1. Describe the various factors influencing motivation and positive attitude	<ol style="list-style-type: none"> 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 stress 	<ol style="list-style-type: none"> 1. Role-play on avoiding stressful situations 2. Activity on listing negative situations and ways to turn it positive 	10
2. Describe how to become result-oriented	<ol style="list-style-type: none"> 1. How to become result-oriented. 2. Goal setting – examples of result-oriented goals 	<ol style="list-style-type: none"> 1. Group activity on listing aims in life 	05
3. Describe the importance of self- awareness and the basic personality traits, types and disorders	<ol style="list-style-type: none"> 1. Steps towards self-awareness 2. Personality and basic personality traits 3. Common personality disorders- <ul style="list-style-type: none"> • Suspicious • Emotional and impulsive • Anxious 4. Steps to overcome personality disorders 	<ol style="list-style-type: none"> 1. Group discussion on self-awareness 	10
Total			25

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS-IV

Learning Outcome	Theory (06 hours)	Practical (14 hours)	Duration (20 hours)
1. Identify the components of a spreadsheet application	<ol style="list-style-type: none"> 1. Getting started with a spreadsheet - types of a spreadsheet, steps to start LibreOffice Calc., components of a worksheet 	<ol style="list-style-type: none"> 1. Group activity on identifying components of spreadsheet in LibreOffice Calc. 	02
2. Perform basic operations in a spreadsheet	<ol style="list-style-type: none"> 1. Opening workbook and entering data – types of data, steps 	<ol style="list-style-type: none"> 1. Group activity on working with data on LibreOffice Calc. 	03

	<ul style="list-style-type: none"> 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 5. Opening the spreadsheet. 6. Printing the spreadsheet. 		
3. Demonstrate knowledge of working with data and formatting text	<ul style="list-style-type: none"> 1. Using a 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. Need to format cell and content 3. Changing text style and font size 4. Align text in a cell 5. Highlight text 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 1. Sorting data 2. Filtering data 3. Protecting spreadsheet with password 	<ul style="list-style-type: none"> 1. Group activity on sorting data in LibreOffice Calc. 	03
5. Make use of the software used for making slide presentations	<ul style="list-style-type: none"> 1. Presentation software available 2. Steps to start LibreOffice Impress 3. Adding text to a presentation 	<ul style="list-style-type: none"> 1. Group practice on working with LibreOffice Impress tools. 	02
6. Demonstrate the knowledge to open, close and save slide presentations	<ul style="list-style-type: none"> 1. Open, Close, Save and Print a slide presentation 	<ul style="list-style-type: none"> 1. Group activity on saving, closing and opening a presentation in LibreOffice Impress. 	01
7. Demonstrate the operations related to slides and texts in the presentation	<ul style="list-style-type: none"> 1. Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text, changing text colour 	<ul style="list-style-type: none"> 1. Group practice on working with font styles in LibreOffice Impress 	04

8. Demonstrate the use of advanced features in a presentation	<ol style="list-style-type: none"> Advanced features used in a presentation Inserting shapes in the presentation Inserting clipart and images in a presentation Changing slide layout 	<ol style="list-style-type: none"> Group activity on changing slide layout on LibreOffice Impress 	03
Total			20

UNIT 4: ENTREPRENEURIAL SKILLS - IV			
Learning Outcome	Theory (10 hours)	Practical (15 hours)	Duration (25 hours)
1. Describe the concept of entrepreneurship and the types and roles and functions entrepreneur	<ol style="list-style-type: none"> Entrepreneurship and entrepreneur Characteristics of entrepreneurship Entrepreneurship-art and science Qualities of a successful entrepreneur Types of entrepreneurs Roles and functions of an entrepreneur What motivates an entrepreneur Identifying opportunities and risk-taking Startups 	<ol style="list-style-type: none"> Group discussion on the topic “An entrepreneur is not born but created”. Conducting a classroom quiz on various aspects of entrepreneurship. 	10
2. Identify the barriers to entrepreneurship	<ol style="list-style-type: none"> Barriers to entrepreneurship Environmental barriers No or faulty business plan Personal barriers 	<ol style="list-style-type: none"> Group discussion about “What we fear about entrepreneurship” Activity on taking an interview of an entrepreneur. 	05
3. Identify the attitude that makes an entrepreneur successful	<ol style="list-style-type: none"> Entrepreneurial attitude 	<ol style="list-style-type: none"> Group activity on identifying entrepreneurial attitude. 	05
4. Demonstrate the knowledge of entrepreneurial attitude and competencies	<ol style="list-style-type: none"> Entrepreneurial competencies Decisiveness Initiative Interpersonal skills- positive attitude, stress management Perseverance 	<ol style="list-style-type: none"> Playing games, such as “Who am I”. Group discussion on business ideas Group practice on “Best out of Waste” Group discussion on the topic of “Let’s grow 	05

	6. Organizational skills-time management, goal setting, efficiency, managing quality.	together”. 5. Group activity on listing stress and methods to deal with it like Yoga, deep breathing exercises, etc. 6. Group activity on time management.	
Total			25

UNIT 5: GREEN SKILLS - IV			
Learning Outcome	Theory (05 hours)	Practical (10 hours)	Duration (15 hours)
1. Identify the benefits of green jobs	1. Green jobs 2. Benefits of green jobs 3. Green jobs in different sectors: <ul style="list-style-type: none"> • Agriculture • Transportation • Water conservation • Solar and wind energy • Eco-tourism • Building and construction • Solid waste management • Appropriate technology 	1. Group discussion on the importance of green job.	08
2. State the importance of green jobs	1. Importance of green jobs in <ul style="list-style-type: none"> • Limiting greenhouse gas emissions • Minimizing waste and pollution • Protecting and restoring ecosystems • Adapting to the effects of climate change. 	1. Preparing posters on green jobs. 2. Group activity on tree plantation.	07
Total			15

Part B: Vocational Skills

S.No.	Units	Duration (hours)
1.	Enhancing Social Engagement and Preventing Isolation	30
2.	Welcoming Visitors and Addressing Inquiries with Care	25
3.	Managing Communication and Phone Assistance for the Elderly	35
4.	Handling Administrative Tasks for Elderly Well-being	45
5.	Health, Hygiene, and Safety in Elderly Care	30
Total		165

UNIT 1: ENHANCING SOCIAL ENGAGEMENT AND PREVENTING ISOLATION			
Learning Outcome	Theory (10 hours)	Practical (20 hours)	Duration (30 hours)
1. Build positive relationships with elderly individuals by encouraging hobbies and social interaction.	<ol style="list-style-type: none"> 1. Methods for building positive relationships with the elderly. 2. Techniques to engage elders in mnemonic (memory aid) activities. 3. Strategies to encourage elderly individuals to pursue hobbies and maintain social connections. 4. Common stressors faced by elderly caregivers and ways to manage them. 	<ol style="list-style-type: none"> 1. Apply effective communication principles in role-play scenarios. 2. Assess and address age-related communication challenges. 3. Demonstrate methods to build positive relationships with the elderly. 4. Conduct games and activities designed to stimulate memory skills in the elderly. 	15
2. Demonstrate knowledge of building strong relationships and managing stress	<ol style="list-style-type: none"> 1. Strategies for developing positive relationships with family members and healthcare personnel. 2. Common age-related issues affecting the elderly. 3. Identifying caregiver stress and strategies for managing it. 	<ol style="list-style-type: none"> 1. Demonstrate conflict resolution techniques to overcome resistance from elderly individuals and their families. 2. Role-play on effective ways to strengthen relationships with family and healthcare professionals. 	15
Total			30

UNIT 2: WELCOMING VISITORS AND ADDRESSING INQUIRIES WITH CARE

Learning Outcome	Theory (10 hours)	Practical (15 hours)	Duration (25 hours)
1. Handle visitors professionally	<ol style="list-style-type: none"> 1. Techniques for greeting visitors politely and professionally 2. Asking about the purpose of the visit and responding clearly 3. Steps to verify identification documents 4. Notifying the relevant staff or authority 5. Directing visitors and managing waiting areas 	<ol style="list-style-type: none"> 1. Greet visitors appropriately and make them feel comfortable. 2. Demonstrate aspects of personal grooming and professional presentation. 3. Practice role-playing visitor interactions, including addressing queries and verifying identification. 4. Demonstrate proper serving techniques for tea, coffee, and snacks. 5. Simulate handling visitor interactions while maintaining professional and ethical conduct. 6. Practice effective communication, active listening, and interpersonal skills. 7. Maintain hygiene and cleanliness in the visitor reception area. 	20
2. Prepare and serve refreshments	<ol style="list-style-type: none"> 1. Method of preparing and serving tea, coffee, and snacks. 	<ol style="list-style-type: none"> 1. Demonstrate tea and snack preparation. 2. Practice food serving methods in a hygienic and polite manner. 	05
Total			25

UNIT 3: MANAGING COMMUNICATION AND PHONE ASSISTANCE FOR ELDERLY

Learning Outcome	Theory (10 hours)	Practical (25 hours)	Duration (35 hours)
1. Handle phone calls promptly and politely, meet caller needs, and maintain the office	<ol style="list-style-type: none"> 1. Answering calls promptly and professionally. 2. Techniques for active listening and 	<ol style="list-style-type: none"> 1. Role-play on handling different types of phone calls, including inquiries, 	15

telephone register accurately.	<ul style="list-style-type: none"> responding to communications effectively. 3. Guidelines for maintaining a telephone register and tracking calls. 	<ul style="list-style-type: none"> complaints, and emergency calls. 2. Role play on polite and professional phone etiquette. 3. Recording caller details and relay messages accurately. 	
2. Handle challenging callers calmly and manage call-related stress effectively.	<ul style="list-style-type: none"> 1. Techniques for managing difficult or irate callers with patience. 2. Strategies to de-escalate conflicts over the phone. 3. Stress management tips for handling high call volumes. 	<ul style="list-style-type: none"> 1. Role-play scenarios involving handling complaints or frustrated callers. 2. Demonstrate tactful and professional responses to difficult situations. 	10
3. Take messages accurately and document important calls clearly.	<ul style="list-style-type: none"> 1. Importance of precise note-taking when handling calls. 2. How to format and maintain call logs systematically. 3. Confidentiality and ethical considerations in handling caller information. 	<ul style="list-style-type: none"> 1. Practice writing clear and legible messages. 2. Maintain an organized call log book or digital call register. 3. Simulate situations where call details must be recorded and forwarded accurately. 	10
Total			35

UNIT 4: HANDLING ADMINISTRATIVE TASKS FOR ELDERLY WELL-BEING

Learning Outcome	Theory (15 hours)	Practical (30 hours)	Duration (45 hours)
1. Perform office tasks like printing, photocopying, scanning, filing documents, and using MS Office tools efficiently.	<ul style="list-style-type: none"> 1. Overview of basic office tasks: <ul style="list-style-type: none"> a. Printing b. Photocopying c. Scanning d. Filing documents properly 2. Organizing files systematically for easy retrieval. Introduction to MS Office tools (Word,	<ul style="list-style-type: none"> 1. Operate computers and digital devices (smartphones, laptops, tablets). 2. Use office equipment such as printers, photocopiers, fax machines, and paper shredders. 3. Assist in scanning, filing, and document 	20

	Excel, PowerPoint) for office work.	organization as per office requirements.	
2. Verify and record financial transactions, manage banking tasks, process invoices, and track petty cash expenses.	<ol style="list-style-type: none"> 1. Recording financial transactions (e.g., sale/purchase of supplies) in books or electronic systems. 2. Handling banking tasks such as deposits, withdrawals, cheque processing, and passbook updates. 3. Reviewing invoices, bills, and challans for accuracy. 4. Performing basic arithmetic calculations (fractions, percentages, and divisibility). 5. Tracking petty cash expenses and maintaining accurate records. 	<ol style="list-style-type: none"> 1. Maintain and verify financial transactions in physical or digital logs. 2. Cross-check invoices, bills, and challans for accuracy. 3. Record and manage bank-related transactions. 4. Perform petty cash reconciliation. 	10
3. Schedule and record meetings, draft memos, and arrange travel and accommodations.	<ol style="list-style-type: none"> 1. Scheduling and documenting meetings, including taking minutes. 2. Drafting, formatting, and editing internal memos. 3. Booking travel and accommodations (flights, trains, hotels, local transport). 	<ol style="list-style-type: none"> 1. Practical exercise on the use of digital tools to schedule meetings and manage calendars. 2. Practice drafting and formatting professional emails and memos. 3. Practical exercise on online booking for flights, trains, hotels, and cabs. 4. Process invoices and ensure timely payments to suppliers. 	10
4. Carry out assigned errands within and outside the workplace.	<ol style="list-style-type: none"> 1. Responsibilities of document and package delivery. 2. Transporting supplies or messages between workplace locations. 3. Assisting in drop-off and pick-up services for children or elderly individuals. 	<ol style="list-style-type: none"> 1. Perform document and package collection/delivery tasks. 2. Facilitate pick-and-drop services for elderly individuals or hospital visits. 	05
Total			45

UNIT 5: HEALTH, HYGIENE, AND SAFETY IN ELDERLY CARE

Learning Outcome	Theory (10 hours)	Practical (20 hours)	Duration (30 hours)
1. Maintain workplace safety and hygiene	<ol style="list-style-type: none"> 1. Identifying and reporting safety-related issues. 2. Importance of housekeeping in maintaining a safe workplace. 3. Use of Personal Protective Equipment (PPE), such as hairnet, aprons, footwear, masks, respirators. 	<ol style="list-style-type: none"> 1. Demonstrate proper handwashing and sanitization techniques. 2. Clean tools, equipment, and surfaces using appropriate disinfectants. 	10
2. Follow personal hygiene, safety protocols, emergency handling, and chemical storage guidelines.	<ol style="list-style-type: none"> 1. Importance of personal hygiene (daily bathing, oral care, proper dressing). 2. Safe use of household electrical appliances and first aid basics. 3. Identifying and reporting workplace risks and emergencies. 4. Safe storage of medicines, sharp objects, and hazardous chemicals. 5. Importance of preventive health check-ups and healthy living. 	<ol style="list-style-type: none"> 1. Demonstrate safety procedures for handling tools and equipment. 2. Role-play on emergency response and risk reporting. 	10
3. Manage waste disposal, conserve resources, and follow eco-friendly practices.	<ol style="list-style-type: none"> 1. Proper disposal of food, water, and hazardous waste. 2. Conservation of materials, energy, and natural resources. 3. Safe disposal of PPE in sealed, labeled bags. 4. Eco-friendly methods to reduce pollution. 	<ol style="list-style-type: none"> 1. Demonstrate waste segregation (hazardous, recyclable, non-recyclable). 2. Show proper waste disposal and recycling techniques. 3. Apply eco-friendly workplace practices. 	10
Total			30

6. 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

7. LIST OF EQUIPMENT AND MATERIALS

The list given below is suggestive and an exhaustive list should be prepared by the vocational teacher. Only basic tools, equipment, and accessories should be procured by the Institution so that the routine tasks can be performed by the 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
81.	Models of the human body or specific organs (optional)	2

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

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

S. No	Qualification	Minimum Competencies	Minimum Age Limit
1	Nursing Diploma or Degree OR	<ul style="list-style-type: none"> • 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:

- (i) Directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education (PSSCIVE), NCERT, or the respective Sector Skill Council (SSC).
Or
- (ii) Through accredited Vocational Training Providers accredited under the National Skill Qualification Framework (NSQF) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP has been accredited at NQAF Level 2 or higher.

*National Skill Qualification Framework (NSQF) provides the benchmarks or quality criteria which the different organisations involved in education and training must meet in order to be accredited by competent bodies to provide government-funded education

and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.

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

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

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

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the Vocational Training Provider. The State should ensure that the Vocational Teachers/Trainers who are recruited should undergo induction training of 20 days to understand the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools. The State should ensure that the existing trainers undergo in-service training for 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education. The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the Vocational Teachers/Trainers:

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

- (ix) Identify any additional support the student may need and help to make special arrangements for that support;
- (x) Provide placement assistance

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

- a) Participation in guidance and counselling activities conducted at the Institutional, District and State levels;
- b) Adoption of innovative teaching and training methods;
- c) Improvement in results of vocational students of Class X or Class XII;
- d) Continuous up-gradation of knowledge and skills related to vocational pedagogy, communication skills and vocational subjects;
- e) Membership of professional society at District, State, Regional, National and International level;
- f) Development of teaching-learning materials in the subject area;
- g) Efforts made in developing linkages with the Industry/Establishments;
- h) Efforts made towards involving the local community in Vocational Education
- i) Publication of papers in National and International Journals;
- j) Organisation of activities for the promotion of vocational subjects;
- k) Involvement in placement of students/student support services.

9. LIST OF CONTRIBUTORS

1. Ms Mona Gupta

CEO

Home Management and Caregiver Sector Skill Council,

A-15, 1st Floor, FIEE Complex, Okhla Industrial Area, Phase-II, New Delhi-110020

2. Ms. Priyanka Pandey

Assistant Manager

Home Management and Caregiver Sector Skill Council, A-15, 1st Floor, FIEE Complex,
Okhla Industrial Area, Phase-II, New Delhi-110020

3. Dr. Vinay Swarup Mehrotra,

Professor & Head

Curriculum Development and Evaluation Centre (CDEC) &

Centre for International Relationship, PSS Central Institute of Vocational Education
(PSSCIVE), NCERT, Shyamla Hills, Bhopal – 462 002, Madhya Pradesh, India

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
(a constituent unit of NCERT, under Ministry of Education, Government of India)
Shyamla Hills, Bhopal- 462 002, M.P., India