

# **LEARNING OUTCOME BASED VOCATIONAL CURRICULUM**

**COURSE: Health Care**

**JOB ROLE: Panchkarma Assistant**

**(NQR Code:QG-03-HE-03621-2025-V2-HSSC)**

**Classes 11<sup>th</sup> and 12<sup>th</sup>**



**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**

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

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

## *Gandhiji's Talisman*

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

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

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

*M.K. Gandhi*

# **LEARNING OUTCOME BASED VOCATIONAL CURRICULUM**

**COURSE: Health Care**

**JOB ROLE: Panchakarma Assistant**

**(NQR Code:QG-03-HE-03621-2025-V2-HSSC)**

**Classes 11<sup>th</sup> and 12<sup>th</sup>**



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

---

## LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

**Health Care –Panchkarma Assistant**  
**September, 2025**

© PSSCIVE, 2024

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

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

The views and opinions expressed in this publication are those of the contributors/ authors and do not necessarily reflect the views and policies of PSS Central Institute of Vocational Education, Bhopal. The PSSCIVE does not guarantee the accuracy of the data included in this publication and accepts no responsibility for any consequence of their use

### Published by:

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



### PATRON

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

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

### COURSE COORDINATOR

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

## 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 sustained benefits only if this young workforce is skilled and its potential is channelled in the right direction.

To fulfil the growing aspirations of our youth and the demand of skilled human resource, the Ministry of Human Resource Development (MHRD), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education that aims to provide for the diversification of educational opportunities to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted with the responsibility to develop learning outcome-based curricula, student workbooks, teacher handbooks and e-learning materials for the job roles in various sectors, with growth potential for employment.

The PSSCIVE firmly believes that the vocationalisation of education in the nation 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 fulfil the needs of the society and the world of work. In order to honour its commitment to the nation, the PSSCIVE has initiated the work on developing learning outcome-based curricula with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group, through a series of consultations, working group meetings and the use of reference materials, develops a National Curriculum. Currently, the Institute is working on developing curricula and courseware for over 100 job roles in various sectors.

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

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 the 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 learner-centric curricula and courseware. We hope that this document will prove useful in turning out a more competent Indian workforce for the 21<sup>st</sup> Century.

Prof. Deepak Paliwal  
*Joint Director*  
*PSS Central Institute of Vocational Education*



## ACKNOWLEDGEMENTS

---

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

We are grateful to the Director, NCERT, for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of RMSA, MoE, RMSA Cell at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC) and Health Care Sector Skill Council (HCSSC) for their academic support and cooperation.

We are grateful to the course coordinator, A. Nayak, Professor and Head, Department of Health and Paramedical Sciences, and experts for their untiring efforts and contributions in the development of this learning outcome-based curriculum. Their names are acknowledged in the list of contributors. This document has been reviewed by Dr Dipak Raut, Professor, Institute of Public Health and Research, Ministry of Health & Family Welfare, Mumbai. The contributions made by Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), Vipin Kumar Jain, Associate Professor and Head, Programme Planning and Monitoring Cell (PPMC) and Dipak Shudhalwar, Associate Professor, Department of Engineering & Technology, PSSCIVE, in the development of the curriculum for employability skills are duly acknowledged.

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

**PSSCIVE Team**

---

# CONTENTS

S.No.	Title		Page No.
	Preface		
	Acknowledgement		
1.	Course Overview		
2.	Scheme of Units		
3.	Teaching/Training Activities		
4.	Assessment and Certification		
5.	<b>Unit Content</b>	<b>CLASS 11</b>	
	<b>Part A</b>	<b>Employability Skills</b>	
		Unit 1: Communication Skills- I	
		Unit 2: Self-management Skills-I	
		Unit 3: Information and Communication Technology Skills-I	
		Unit 4: Entrepreneurship Development-I	
		Unit 5: Green Skills-I	
	<b>Part B</b>	<b>Vocational Skills</b>	
		Unit 1: Basic Principles of Ayurveda	
		Unit 2: Introduction to Panchakarma	
		Unit 3: Roles and Responsibilities of Panchakarma Assistant	
		Unit 4: Participating in Poorva-Karma	
		<b>CLASS 12</b>	
	<b>Part A</b>	<b>Employability Skills</b>	
		Unit 1: Communication Skills- I	
		Unit 2: Self-management Skills-I	
		Unit 3: Information and Communication Technology Skills-I	
		Unit 4: Entrepreneurship Development-I	
		Unit 5: Green Skills-I	
	<b>Part B</b>	<b>Vocational Skills</b>	
		Unit 1: Assist in performing the Pradhana Karma procedures	
		Unit 2: Paschat-karma- The Aftercare Procedures	
		Unit 3: Infection Control Practices.	
		Unit 4: Waste Disposal and Management	
6.	Organisation of Field Visits		
7.	List of Equipment and Materials		
8.	Vocational Teacher's/Trainer's Qualification and Guidelines		
9.	List of Contributors		



# 1. COURSE OVERVIEW

---

## **COURSE TITLE: Panchakarma Assistant**

The Panchakarma Assistant course equips learners with the skills to assist in Ayurvedic detoxification and rejuvenation therapies that contribute to holistic wellbeing. Panchakarma, the “five actions,” includes Vamana (emesis), Virechana (purgation), Basti (enema therapy), Nasya (nasal therapy), and Raktamokshana (bloodletting), along with supportive treatments like Abhyanga, Swedana, and Shirodhara.

This program covers the fundamentals of Ayurveda, including the basic concepts, hygiene, and the preparation of oils and herbal formulations. Students learn to prepare therapy rooms, sterilize equipment, assist with procedures, maintain accurate records, and ensure patient comfort and safety. Professional ethics, biomedical waste management, and occupational safety are emphasized throughout the program.

**COURSE OUTCOMES:** On completion of the course, students should be able to:

1. Apply the principles of Ayurveda to outline Pancha karma practices.
2. Identify the services involved in the Ayurveda healthcare setup.
3. Explain the role of Ayurveda in Preventive and promotive health.
4. Describe the scope of responsibilities in assisting with Panchakarma procedures.
5. Participate in arranging the articles, herbs, and preparing related medical formulations for the procedure.
6. Assist in preparation for the Poorva-karma procedures.
7. Maintain a record of materials/medicine stocks.
8. Assist during the Pradhana Karma: Vamana, Virechana, Basti, and Nasya.
9. Demonstrate the postures followed during the Pradhana karma.
10. Differentiate the purpose of selecting oils for the procedure.
11. Assist in aftercare procedures.
12. Participate in the post-procedure cleaning activities.
13. Explain the concept of healthy living.
14. Describe the hand-hygiene guidelines and procedures used in healthcare settings.
15. Discuss the importance of infection control and prevention.
16. Assist in the procedures for cleaning the surfaces, articles, and equipment.
17. Participate in categorizing the waste generated

**COURSE REQUIREMENTS:** The learner should have basic knowledge of science.

**COURSE LEVEL:** This is a level 3 course in Panchakarma Assistant for Class XI and Class XII.

**COURSE DURATION: 480 hrs**

Class 11: 200 hrs

Class 12: 180 hrs

-----  
**Total: 480 hrs**

## 2. SCHEME OF UNITS

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 11 and 12 opting for vocational subjects along with general education subjects. The unit-wise distribution of hours and marks for Class 11 is as follows:

CLASS 11			
Units		No. of Hours for Theory and Practical =300 (270 Teaching and Training + 30 Evaluation)	Max. Marks for Theory and Practical = 100 (30 Theory and 70 Practical)
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills- I	25	10
	Unit 2: Self-management Skills- I	25	
	Unit 3: Information and Communication Technology Skills- I	20	
	Unit 4: Entrepreneurship Development – I	25	
	Unit 5: Green Skills- I	15	
	<b>Total</b>	<b>110</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Basic Principles of Ayurveda	30	40
	Unit 2: Introduction to Panchakarma procedures.	50	
	Unit 3: Roles and Responsibilities of Panchakarma Assistant	35	
	Unit 4: Participating in Poorva-Karma	30	
	<b>Total</b>	<b>165</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	<b>Total</b>	<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Project Work/Field Visit	10	10
	Practical File/Student Portfolio	05	05
	Viva Voce	15	15
	<b>Total</b>	<b>300</b>	<b>100</b>

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

CLASS 12			
Units		No. of Hours for Theory and Practical =300 (270 Teaching and Training + 30 Evaluation)	Max. Marks for Theory and Practical = 100 (30 Theory and 70 Practical)
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills - I	25	
	Unit 2: Self- Management Skills -I	25	
	Unit 3: Information and Communication Technology Skills –I	20	
	Unit 4: Entrepreneurship Development –II	25	
	Unit 5: Green Skills -II	15	
	<b>Total</b>	<b>110</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Assist in performing the Pradhana Karma procedures.	50	
	Unit 2: Paschat-karma: The Aftercare Procedures	30	
	Unit 3: Infection Control Practices.	35	
	Unit 4: Waste Disposal and Management	50	
	<b>Total</b>	<b>165</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	<b>Total</b>	<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Project Work/Field Visit	10	10
	Practical File/Student Portfolio	05	05
	Viva Voce	15	15
	<b>Total</b>	<b>300</b>	<b>100</b>

### 3. TEACHING/TRAINING ACTIVITIES

---

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

#### CLASSROOM ACTIVITIES

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

#### PRACTICAL WORK IN LABORATORY/WORKSHOP

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

#### FIELD VISITS/ EDUCATIONAL TOUR

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

### 4. ASSESSMENT AND CERTIFICATION

---

Upon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning program undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment

of students.

## KNOWLEDGE ASSESSMENT (THEORY)

**Knowledge Assessment** should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board. The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper- based test or short structured questions based on the content of the curriculum.

### WRITTEN TEST

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

The blue print for the question paper may be as follows:

**Duration: 3 hrs**

**Max. Mark: 30**

	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	3	2	2	13
2	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
3	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	2	1	07
4	High Order Thinking Skills – (Analysis 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
	<b>Total</b>	<b>5x1=5</b>	<b>10x2=20</b>	<b>5x3=15</b>	<b>40 (20 questions)</b>

## SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards, and the assessment will indicate that they are 'competent', or are 'not yet competent'. Assessors evaluating students' skills should possess current industry experience and have undergone effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

A practical examination allows candidates to demonstrate that they possess the knowledge and understanding required to perform a task. This will include a hands-on practical exam and viva voce. For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry, certified by the Board or the concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

**Project Work** (individual or group project) is a great way to assess the practical skills over a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in class, and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of a practical file or student portfolio.

**A Student Portfolio** is a compilation of documents that support 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.

**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. Vivavoce should also be conducted to obtain feedback on the students' experiences and learning during the project work/field visits.

## 5. UNIT CONTENTS

### CLASS 11

#### Part A: Employability Skills

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

UNIT 1: COMMUNICATION SKILLS – III		
Duration: 25 hrs		
	Theory (10 hrs)	Practical (15 hrs)
<b>LO1</b>	<b>Demonstrate Knowledge of Effective Communication</b>	
1.	<ul style="list-style-type: none"> <li>Introduction to communication</li> <li>Importance of communication</li> <li>Elements of communication</li> <li>Perspectives in communication</li> <li>Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on the communication process</li> <li>Group discussion on factors affecting perspectives in communication</li> <li>Classroom discussion on the 7Cs of effective communication (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete)</li> <li>Chart making on elements of communication</li> </ul>
<b>LO2</b>	<b>Demonstrate Verbal Communication</b>	
2.	<ul style="list-style-type: none"> <li>Verbal communication</li> <li>Public speaking</li> </ul>	<ul style="list-style-type: none"> <li>Role-play of a phone conversation.</li> <li>Group exercise on delivering speech and practicing public speaking</li> </ul>
<b>LO3</b>	<b>Demonstrate Non-Verbal Communication</b>	
3.	<ul style="list-style-type: none"> <li>Importance of non-verbal communication</li> <li>Types of non-verbal communication</li> <li>Visual communication</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on non-verbal communication</li> <li>Group exercise and discussion on Do's and Don'ts to avoid body language mistakes</li> <li>Group activity on methods of communication</li> </ul>



<b>LO4</b>	<b>Use Correct Pronunciation</b>	
4.	<ul style="list-style-type: none"> <li>Pronunciation basics</li> <li>Speaking properly</li> <li>Phonetics</li> <li>Types of sounds</li> </ul>	<ul style="list-style-type: none"> <li>Group exercises on pronouncing words</li> </ul>
<b>LO5</b>	<b>Demonstrate the knowledge of Assertive Communication Style</b>	
5.	<ul style="list-style-type: none"> <li>Important communication styles</li> <li>Assertive communication</li> <li>Advantages of assertive communication</li> <li>Practicing assertive communication</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on communication styles</li> <li>Group discussion on observing and sharing communication styles</li> </ul>
<b>LO6</b>	<b>Demonstrate the Knowledge of Saying No</b>	
6.	<ul style="list-style-type: none"> <li>Steps for saying 'No'</li> <li>Connecting words (Conjunctions)</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on how to respond</li> <li>Group activity on saying 'No'</li> </ul>
<b>LO7</b>	<b>Identify and Use Parts of Speech in Writing</b>	
7.	<ul style="list-style-type: none"> <li>Capitalization</li> <li>Punctuation</li> <li>Basic parts of speech</li> <li>Supporting parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>Group exercises on identifying parts of speech</li> <li>Group exercises on constructing sentences</li> <li>Group exercises on nouns</li> </ul>
<b>LO8</b>	<b>Write Sentences and Paragraphs</b>	
8.	<ul style="list-style-type: none"> <li>Parts of a sentence</li> <li>Types of objects</li> <li>Types of sentences</li> <li>Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Exercises on making sentences</li> <li>Activity on active and passive voice</li> <li>Assignment on writing different types of sentences</li> </ul>
<b>LO9</b>	<b>Communicate with People</b>	
9.	<ul style="list-style-type: none"> <li>Greetings</li> <li>Introducing self and others</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on formal and informal greetings</li> <li>Role-play on introducing someone</li> <li>Practice session and group discussion on greeting different people.</li> </ul>

<b>LO10</b>	<b>Introduce Self to Others and Write About Oneself</b>	
10.	<ul style="list-style-type: none"> <li>Talking about self</li> <li>Filling out a form to write about self</li> </ul>	<ul style="list-style-type: none"> <li>Practicing self-introduction to write about self</li> <li>Filling up forms to write about self</li> </ul>
<b>LO11</b>	<b>Ask Questions</b>	
11.	<ul style="list-style-type: none"> <li>Types of questions</li> <li>Asking close-ended and open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>Exercise on asking different types of questions</li> <li>Group activity on framing open and close-ended questions</li> </ul>
<b>LO12</b>	<b>Communicate Information About Family to Others</b>	
12.	<ul style="list-style-type: none"> <li>Words that show relations in the family</li> </ul>	<ul style="list-style-type: none"> <li>Practice talking about family</li> <li>Role-play on talking about family members</li> </ul>
<b>LO13</b>	<b>Describe Habits and Routines</b>	
13.	<ul style="list-style-type: none"> <li>Concept of habits and routines</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on habits and routines</li> <li>Group activity on describing routines</li> </ul>
<b>LO14</b>	<b>Ask or Give Directions to Others</b>	
14.	<ul style="list-style-type: none"> <li>Asking for directions to a place</li> <li>Giving directions for a place</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on asking and giving directions to a place</li> <li>Identifying symbols used for giving directions</li> </ul>

<b>UNIT 2: SELF-MANAGEMENT SKILLS – III</b>		
<b>Duration: 25 hrs</b>		
	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>
<b>LO1</b>	<b>Identify and Analyse Own Strengths and Weaknesses</b>	
1.	<ul style="list-style-type: none"> <li>Knowing yourself</li> <li>Identifying strengths and weaknesses</li> <li>Difference between interests and abilities</li> </ul>	<ul style="list-style-type: none"> <li>Activity on writing aim in life</li> <li>Preparing a worksheet on interests and abilities</li> </ul>
<b>LO2</b>	<b>Demonstrate Personal Grooming</b>	
2.	<ul style="list-style-type: none"> <li>Guidelines for dressing and grooming</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on dressing and grooming standards</li> </ul>

		<ul style="list-style-type: none"> <li>Self-reflection activity on dressing and grooming</li> </ul>
<b>LO3</b>	<b>Maintain Personal Hygiene</b>	
3.	<ul style="list-style-type: none"> <li>Importance of personal hygiene</li> <li>Three steps to personal hygiene</li> <li>Essential steps of hand washing</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on personal hygiene</li> <li>Assignment on personal hygiene</li> </ul>
<b>LO4</b>	<b>Demonstrate the Knowledge of Working in a Team and Participating in Group Activities</b>	
4.	<ul style="list-style-type: none"> <li>Describe the benefits of teamwork</li> <li>Working in a team</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on working in a team</li> <li>Self-reflection on teamwork</li> </ul>
<b>LO5</b>	<b>Describe the Importance of Networking Skills</b>	
5.	<ul style="list-style-type: none"> <li>Benefits of networking skills</li> <li>Steps to build networking skills</li> </ul>	<ul style="list-style-type: none"> <li>Group exercise on networking in action</li> <li>Assignment on networking skills</li> </ul>
<b>LO6</b>	<b>Describe the Meaning and Importance of Self-Motivation</b>	
6.	<ul style="list-style-type: none"> <li>Self-motivation</li> <li>Types of motivation</li> <li>Qualities of Self-motivated people</li> </ul>	<ul style="list-style-type: none"> <li>Activity on staying motivated</li> <li>Assignment on reasons hindering motivation</li> </ul>
<b>LO7</b>	<b>Set SMART Goals</b>	
7.	<ul style="list-style-type: none"> <li>Meaning of goals and purpose of goal-setting</li> <li>Setting SMART (Specific, Measurable, Attainable, Realistic and Timebound) goals</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on setting SMART goals</li> <li>Activity in developing long-term and short-term goals using the SMART method</li> </ul>
<b>LO8</b>	<b>Apply Time Management Strategies and Techniques</b>	
8.	<ul style="list-style-type: none"> <li>Time management</li> <li>Steps for effective time management</li> </ul>	<ul style="list-style-type: none"> <li>Preparing a checklist of daily activities</li> <li>Preparing to-do-list</li> </ul>

**UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – III****Duration: 20 hours**

	<b>Theory (08 hrs)</b>	<b>Practical (12 hrs)</b>
<b>LO1</b>	<b>Create A Document on the Word Processor</b>	
1.	<ul style="list-style-type: none"> <li>• Introduction to ICT</li> <li>• Advantages of using (Information and Communication Technology) a word processor.</li> <li>• Working with Libre Office Writer</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity on demonstration and practice of the following:               <ol style="list-style-type: none"> <li>i. Creating a new document</li> <li>ii. Typing text</li> <li>iii. Saving the text</li> <li>iv. Opening and saving files on Microsoft Word/Libre Office Writer.</li> </ol> </li> </ul>
<b>LO2</b>	<b>Identify the basic interface of LibreOffice</b>	
2.	<ul style="list-style-type: none"> <li>• Standard user interface of LibreOffice writer               <ol style="list-style-type: none"> <li>i. Status bar</li> <li>ii. Menu bar</li> <li>iii. Tool bar</li> <li>iv. Making a text bold</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Group activity on using the basic user interface of LibreOffice writer</li> <li>• Group activity on working with Microsoft Word</li> </ul>
<b>LO3</b>	<b>Save, Close, Open and Print Document</b>	
3.	<ul style="list-style-type: none"> <li>• Saving a Word document</li> <li>• Closing a Word document</li> <li>• Opening an existing document</li> <li>• Printing a Word document</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity on performing the functions for saving, closing, and printing documents in LibreOffice Writer</li> <li>• Group activity on performing the functions for saving, closing, and printing documents in Microsoft Word</li> </ul>
<b>LO4</b>	<b>Format Text in a Word Document</b>	
4.	<ul style="list-style-type: none"> <li>• Changing style and size of text</li> <li>• Aligning text and</li> <li>• Cutting, Copying, Pasting text</li> <li>• Finding and replacing</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity on formatting text in LibreOffice Writer</li> <li>• Group activity on formatting text in Microsoft Word</li> </ul>
<b>LO5</b>	<b>Check Spelling and Grammar in a Word Document</b>	
5.	<ul style="list-style-type: none"> <li>• Starting a spell checker</li> <li>• Short-cut menu for spell checker</li> <li>• Autocorrecting spellings</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity on checking spellings and grammar using LibreOffice Writer</li> <li>• Group activity on checking spelling and grammar using Microsoft Word</li> </ul>
<b>LO6</b>	<b>Insert Lists, Tables, Pictures, and Shapes in a Word Document</b>	
6.	<ul style="list-style-type: none"> <li>• Insert bullet list</li> <li>• Inserting the following in Word document</li> </ul>	<ul style="list-style-type: none"> <li>• Practical exercise of inserting lists and tables using LibreOffice Writer</li> </ul>

	<ul style="list-style-type: none"> <li>i. Number list</li> <li>ii. Tables</li> <li>iii. Pictures</li> <li>iv. Shapes</li> </ul>	
<b>LO7</b>	<b>Insert Header, Footer and Page Number in a Word Document</b>	
7.	<ul style="list-style-type: none"> <li>• Inserting the following in a Word document               <ul style="list-style-type: none"> <li>i. Header</li> <li>ii. Footer</li> <li>iii. page number</li> <li>iv. Page count</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practical exercises of inserting header, footer and page numbers in LibreOffice Writer and Microsoft Word</li> </ul>
<b>LO8</b>	<b>Demonstrate the Use of Track Change Option in a Word Document</b>	
8.	<ul style="list-style-type: none"> <li>• Tracking changes in LibreOffice Writer</li> <li>• Manage option</li> <li>• Comparing documents</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity on performing changes in track mode in LibreOffice Writer and Microsoft Word</li> </ul>

<b>UNIT 4: ENTREPRENEURSHIP SKILLS – III</b>		
<b>Duration: 25 hrs</b>		
	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>
<b>LO1</b>	<b>Differentiate Between Different Kinds of Businesses</b>	
1.	<ul style="list-style-type: none"> <li>• Introduction to entrepreneurship</li> <li>• Types of business activities – manufacturing, trading, and service</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play on different kinds of businesses around us</li> </ul>
<b>LO2</b>	<b>Describe the Significance of Entrepreneurial Values</b>	
2.	<ul style="list-style-type: none"> <li>• Values of an entrepreneur</li> <li>• Case study on qualities of an entrepreneur</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play on qualities of an entrepreneur</li> </ul>
<b>LO3</b>	<b>Describe the Attitudinal Changes Required to Become an Entrepreneur</b>	
3.	<ul style="list-style-type: none"> <li>• Difference between the attitude of an entrepreneur and an employee</li> </ul>	<ul style="list-style-type: none"> <li>• Interviewing employees and entrepreneurs</li> </ul>
<b>LO4</b>	<b>Describe the Importance of Thinking Like an Entrepreneur</b>	
4.	<ul style="list-style-type: none"> <li>• Problems of entrepreneurs</li> <li>• Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity on identifying and solving problems</li> </ul>

	<ul style="list-style-type: none"> <li>Thinking like an entrepreneur to solve problems</li> </ul>	
<b>LO5</b>	<b>Generate Business Ideas</b>	
5.	<ul style="list-style-type: none"> <li>The business cycle</li> <li>Principles of idea creation</li> <li>Generating a business idea</li> <li>Case studies</li> </ul>	<ul style="list-style-type: none"> <li>Group activity to create business ideas</li> </ul>
<b>LO6</b>	<b>Describe Customer Needs and the Importance of Conducting a Customer Survey</b>	
6.	<ul style="list-style-type: none"> <li>Understanding customer needs</li> <li>Conducting a customer survey</li> </ul>	<ul style="list-style-type: none"> <li>Group activity for conducting a customer survey</li> </ul>
<b>LO7</b>	<b>Create a Business Plan</b>	
7.	<ul style="list-style-type: none"> <li>Importance of business planning</li> <li>Preparing a business plan</li> <li>Principles to follow for growing a business</li> <li>Case studies</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on developing a business plan</li> </ul>

<b>UNIT 5: GREEN SKILLS – III</b>		
<b>Duration: 15 hrs</b>		
	<b>Theory (07 hrs)</b>	<b>Practical (08 hrs)</b>
<b>LO1</b>	<b>Describe the Importance of the Main Sectors of the Green Economy</b>	
1.	<ul style="list-style-type: none"> <li>Important sectors of green economy-               <ol style="list-style-type: none"> <li>Agriculture</li> <li>Energy resources</li> <li>Construction</li> <li>Fisheries</li> <li>Forestry</li> <li>Tourism</li> <li>Transport</li> <li>Water Management</li> <li>Waste management</li> <li>Manufacturing</li> <li>Industry</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on sectors of the green economy</li> <li>Preparing posters on various sectors for promoting the green economy</li> </ul>
<b>LO2</b>	<b>Describe Policies for the Green Economy</b>	
2.	<ul style="list-style-type: none"> <li>Policies for a green economy</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on initiatives for</li> </ul>

		promoting the green economy <ul style="list-style-type: none"> <li>• Writing an essay or a short note on the important initiatives for promoting a green economy.</li> </ul>
<b>LO3</b>	<b>Describe the Role of Various Stakeholders in the Green Economy</b>	
3.	<ul style="list-style-type: none"> <li>• Stakeholders in the green economy</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on the role of stakeholders in the green economy</li> <li>• Making solar bulbs.</li> </ul>
<b>LO4</b>	<b>Describe the Role of Government and Private Agencies in the Green Economy</b>	
4.	<ul style="list-style-type: none"> <li>• Role of the government in promoting a green economy</li> <li>• Role of private agencies in promoting green economy</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on the role of government and private agencies in promoting a green economy.</li> <li>• Preparing posters on green sectors.</li> </ul>

## Part B: Vocational Skills

S. No.	Units	Duration (hrs)
1.	Unit 1: Basic Principles of Ayurveda	40
2.	Unit 2: Introduction to Panchakarma procedures	50
3.	Unit 3: Roles and Responsibilities of Panchakarma Assistant	25
4.	Unit 4: Participating in Poorva-Karma	50
<b>Total</b>		<b>165</b>



<b>CLASS 11</b>			
<b>Unit 1: Basic Principles of Ayurveda</b>			
Learning Outcome	Theory	Practical	Total duration (40 Hours)
1. Apply the principles of Ayurveda to outline Panchakarma practices.	Fundamental principles of Ayurveda. 1. Tridosham – Definition, types, characteristics, role in health and disease. 2. Saptadhatu – Seven body elements and their functions. 3. Trimalam – Types of waste products and their support of body maintenance. 4. Panchamahabhutam Constitutional factors in a matter. 5. Shad-rasa- taste sensations perceived from the tongue. 6. Vimshathi Guna- general qualities embedded in matter. 7. Prakriti – Different body constitutions and respective features.	1. Prepare a flow chart to explain the relation between the concepts. 2. Visit an Ayurveda hospital/Panchakarma unit. Prepare an observation report.	25
2. Describe the role of Ayurveda in health promotion and disease prevention.	1. Describe Swasthya, Dinacharaya, and Ritucharya. 2. Introduction to Sadvritta.	1. Develop a simple Ayurveda-based daily schedule for promoting a healthy lifestyle among students.	10
3. Identify the services involved in the Ayurveda healthcare setup.	1. Services and facilities provided by the Ayurveda healthcare setup. 2. List the professionals involved in the Ayurveda healthcare.	1. Create a graphical chart showing the services and facilities offered at various levels of Ayurveda healthcare centers.	5

<b>Unit 2. Introduction to Panchakarma</b>			
Learning Outcome	Theory	Practical	Total Duration (50 Hours)
1. Describe the importance of Panchakarma procedures.	1. Types of Chikitsa/treatment. 2. Explanation of Shodhana, Shamana and Swasthahita treatments. 3. Introduction to Panchakarma or Shodhana therapy. 4. Trividha karma- Purva, Pradhana and Paschat Karma in relation to Shodhana.	1. Make a PowerPoint presentation to educate the masses about the importance of Panchakarma procedures. 2. Visit a Panchakarma institution and prepare an observational record.	10
2. Describe various dosage forms in Ayurveda.	1. Dravyaguna Vijnana: Introduction to Rasa, Guna, Virya, Vipaka & Prabhava. 2. Panchavidha Kashaya Kalpana/Primary dosage forms. 3. Secondary dosage forms.	1. Make a flow chart of different dosage forms.	10
3. Relate drug delivery routes to corresponding Ayurvedic dosage forms.	1. Classification of Drug Delivery Routes. 2. Oral routes - Sublingual and Buccal. 3. Different Parenteral route and Trans dermal routes. 4. Rectal route of drug administration.	1. Visit a Panchakarma unit to observe the various drug dosage forms and delivery routes.	10

<b>Unit 3. Roles and Responsibilities of Panchakarma Assistant.</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Total duration (25 Hours)</b>
1. Adhere to the limits and responsibilities while assisting in Panchakarma procedures.	1. Personal and social codes of conduct for the panchakarma assistant. 2. Maintaining the cleanliness of the Panchakarma unit. 3. Roles and responsibilities of Panchkarma Assistant.	1. Enlist the personal and social codes of conduct prescribed for the panchakarma assistant. 2. Create a PowerPoint/short movie to explain the need for maintaining the cleanliness of the Panchakarma unit.	10
2. Follow and apply standard operating procedures during practice.	1. Methods of handling various instruments and equipment. 2. Identification, storage, and preservation of Pancha karma-related drugs. 3. Identification of medicinal herbs. 4. Procedures for maintaining records. 5. Obtaining informed consent before procedures.	1. Prepare a list of procedures to follow while using the Dhara table (dhroni), Dhara Yantra, Shirobasti Yantra, Basti netra, Abhyanga Table, Vamana Peetha, Gokarna, Avagaha Swedana, and Bashpa Swedana. 2. Enlist the commonly used medicinal plants and identify the herb and its storage practices. 3. List the steps to be followed while obtaining informed consent.	15

Unit 4: Participating in Poorva- karma			
Learning Outcome	Theory	Practical	Total duration (50 Hours)
1. Participate in organising and setting up Poorva-karma procedures.	1. Importance of Poorva-karma. 2. Care of patient, precautions, positioning, draping & maintenance during the procedures. 3. Role of Panchakarma assistant in Poorva-karma external treatment.	1. Prepare a step-wise listing of poorva-karma procedures using a graphical design application. 2. Enlist and identify the articles, herbs, instruments, and medicines corresponding to each procedure. 3. Enlist the procedures of external treatment: Utsadana and Udvartana, focusing on the curative aspect. 4. List the common panchakarma drugs, oils, and consumables.	20
2. Identify and understand the various external Ayurvedic procedures.	1. Shiras/Head: Shiro abyanga/Murdha Thaila, Shiro Pichu, Shiro Vasti, Shiro lepa, Shiro dhara. 2. Abyanga- on the whole body or local application. Mention the Kerala tradition of Uzhichil/oil massage, Pizhichil/ liquid droppings with mild massage. Explain Utsadana/ oily powder massage. Udgharshana/dry	1. List the role of panchakarma assistant in poorva karma and its methods. 2. Tabulate the list of articles used during various external procedures.	25

	powder massage. 3. External treatments on the nasal route -: Navana, Avapidana, Dhmapana, Dhuma, Pratimarsha. 4. External treatments on eyes: Seka, Aschyotana, Pindi, Vidalaka, Tarpana, Putapaka, Anjana 5. External applications of Oral mucosa- Kavala, Gandusha. 6. External applications on face/Mukha lepa- Doshahara Lepa, Varnya Lepa. 7. External treatments on ears: Karna poorana, Karna doopana 8. Types of Dhmapana (Prayogika, Snaihika, Vairachanika, Vrana dhoopana)		
--	--	--	--

## 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
	<b>Total</b>	<b>110</b>

#### UNIT 1: COMMUNICATION SKILLS – IV

Duration: 25 hrs

--	--

	Theory (10 hrs)	Practical (15 hrs)
<b>LO1</b>	<b>Demonstrate Active Listening Skills</b>	
15.	<ul style="list-style-type: none"> <li>Active listening -listening skills and stages of active listening</li> <li>Overcoming barriers to active listening</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on factors affecting active listening</li> <li>Preparing posters of steps for active listening</li> <li>Role-play on the negative effects of not listening actively</li> </ul>
<b>LO2</b>	<b>Identify The Parts Of Speech</b>	
16.	<ul style="list-style-type: none"> <li>Parts of speech – using capitals, punctuation, and basic parts of speech</li> <li>Supporting parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>Group practice on identifying parts of speech</li> <li>Group practice on constructing sentences</li> </ul>
<b>LO3</b>	<b>Write Sentences</b>	
17.	<ul style="list-style-type: none"> <li>Writing a simple sentence</li> <li>Writing complex sentences</li> <li>Types of objects</li> <li>Types of sentences               <ol style="list-style-type: none"> <li>Active and Passive sentences</li> <li>Statement/</li> <li>Declarative sentence</li> <li>Question/</li> <li>Interrogative sentence</li> <li>Emotion/</li> <li>Reaction or Exclamatory sentence</li> <li>Order or Imperative sentence</li> <li>Paragraph writing</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Group work on writing sentences and paragraphs</li> <li>Group work on practicing writing sentences in active or passive voice</li> <li>Group work on writing different types of sentences (i.e., declarative, exclamatory, interrogative, and imperative)</li> </ul>

**UNIT 2: SELF-MANAGEMENT SKILLS – IV****Duration: 25 hrs**

	Theory (10 hrs)	Practical (15 hrs)
<b>LO1</b>	<b>Describe the Various Factors Influencing Motivation and Positive Attitude</b>	
1.	<ul style="list-style-type: none"> <li>Motivation and positive attitude</li> <li>Intrinsic and extrinsic motivation</li> <li>Positive attitude – ways to</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on avoiding stressful situations</li> <li>Activity on listing negative situations and ways to turn them to positive</li> </ul>

	maintain positive attitude <ul style="list-style-type: none"> <li>Stress and stress management - ways to manage stress</li> </ul>	
<b>LO2</b>	<b>Demonstrate the Knowledge of becoming Oriented</b>	
2.	<ul style="list-style-type: none"> <li>Becoming result-oriented</li> <li>Goal setting – examples of result-oriented goals</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on listing aim in life</li> </ul>
<b>LO3</b>	<b>Describe the Importance of Self-Awareness and the Basic Personality Traits, Types and Disorders</b>	
3.	<ul style="list-style-type: none"> <li>Steps towards self-awareness</li> <li>Personality and basic personality traits</li> <li>Common personality disorders-               <ol style="list-style-type: none"> <li>Suspicious</li> <li>Emotional and impulsive</li> <li>Anxious</li> </ol> </li> <li>Steps to overcome personality disorders</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on self-awareness</li> </ul>

**UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV****Duration: 20 hours**

	<b>Theory (06 hrs)</b>	<b>Practical (14 hrs)</b>
<b>LO1</b>	<b>Identify the Components of a Spreadsheet Application</b>	
1.	<ul style="list-style-type: none"> <li>Getting started with a spreadsheet - types of a spreadsheet</li> <li>Steps to start LibreOffice Calc.,</li> <li>Components of a worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>1. Group activity on identifying components of spreadsheet in LibreOffice Calc.</li> </ul>
<b>LO2</b>	<b>Perform Basic Operations in a Spreadsheet</b>	
2.	<ul style="list-style-type: none"> <li>Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell</li> <li>Selecting multiple cells</li> <li>Saving the spreadsheet in various formats</li> <li>Closing the spreadsheet</li> <li>Opening the spreadsheet.</li> <li>Printing the spreadsheet.</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on working with data on LibreOffice Calc.</li> </ul>



<b>LO3</b>	<b>Demonstrate Knowledge of Working with Data and Formatting Text</b>	
3.	<ul style="list-style-type: none"> <li>Using a spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using the sum function, copying and moving formulas</li> <li>Formatting the cell and content</li> <li>Changing text style and font size</li> <li>Aligning text in a cell</li> <li>Highlighting text</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on formatting a spreadsheet in LibreOffice Calc</li> <li>Group activity on performing basic calculations in LibreOffice Calc.</li> </ul>
<b>LO4</b>	<b>Demonstrate the Knowledge of Using Advanced Features in Spreadsheet</b>	
4.	<ul style="list-style-type: none"> <li>Advanced features in Spreadsheet               <ol style="list-style-type: none"> <li>Sorting data</li> <li>Filtering data</li> <li>Protecting spreadsheet with password</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Group activity on sorting data in LibreOffice Calc</li> </ul>
<b>LO5</b>	<b>Make Use of Software for Making Slides Presentations</b>	
5.	<ul style="list-style-type: none"> <li>Steps to start LibreOffice Impress</li> <li>Adding text to a slide presentation</li> </ul>	<ul style="list-style-type: none"> <li>Group practice on working with LibreOffice Impress tools</li> </ul>
<b>LO6</b>	<b>Demonstrate the Knowledge of Opening, Closing and Slide Presentations</b>	
6.	<ul style="list-style-type: none"> <li>Printing a presentation</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on closing and saving a presentation in LibreOffice Impress</li> </ul>
<b>LO7</b>	<b>Demonstrate the Knowledge of working with Slides</b>	
7.	<ul style="list-style-type: none"> <li>Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text and changing text color</li> </ul>	<ul style="list-style-type: none"> <li>Group practice on working with font styles in LibreOffice Impress</li> </ul>

LO8		
Demonstrate the Use of Advanced Features in a Presentation		
8.	<ul style="list-style-type: none"> <li>Advanced features used in a presentation</li> <li>Inserting shapes in the presentation</li> <li>Inserting clipart and images in a presentation</li> <li>Changing slide layout</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on changing slide layout on LibreOffice Impress</li> </ul>

## Part B: Vocational Skills

S. No.	Units	Duration (Hrs)
1.	Unit 1: Assist in performing the Pradhana Karma procedures.	50
2.	Unit 2: Paschat-karma: The Aftercare Procedures	50
3.	Unit 3: Infection Control Practices.	25
4.	Unit 4: Waste Disposal and Management	40
	<b>Total</b>	<b>165</b>

Unit 1: Pradhana Karma.			
Learning Outcome	Theory	Practical	Total duration (50 Hours)
1. Assist during the Pradhana Karma procedures: Vamana, Virechana, Basti, Nasya and Rakta moksha	1. Purpose and indications for Vamana therapy. Virechana, Basti, Nasya and Rakta Moksha procedures. 2. Arrange the required materials for the procedure and preparation of medicine as per instructions. 3. Assist the physician during the procedures.	1. Make a format for recording observations during therapy: vital signs, patient responses, and bowel movements. 2. Arrange the medicines and materials for each therapy. Make a checklist. 3. Create a working space to conduct each of the four therapies in the lab.	20
2. Demonstrate the postures followed during the Pradhana karma.	1. Rationale for following the correct posture during the procedure. 2. Explain the postures based on Panchakarma therapy.	1. Create a table in a Word document using graphic design software of patient positions for each therapy.	20
3. Differentiate the purpose of selecting oils for the procedure.	1. Rationale for choosing the type of oils. 2. Types of oil used for the procedures. 3. Describe the purpose and indications for using the oil.	3. Prepare a list of the oils used for the procedures. 4. Identify the oils as per the description and uses.	10

Unit 2: Paschat-karma: The Aftercare Procedures			
Learning Outcome	Theory	Practical	Total duration (50 Hours)
1. Assist in aftercare procedures.	1. Post-procedural dietary regimen (Samsarjankrama). 2. Types of Raktamokshana (Blood-letting) 3. Pashchat Karma of Rakta moksha. 4. Brief knowledge about leeches.	1. Prepare a list of diet preparations followed during various procedures.  2. Create a video to educate patients about the methods of diet preparation.	10
2. Participate in the post-procedure cleaning activities.	1. Cleaning/disinfection/sterilisation of the unit. 2. Storage of crude medicines after use. 3. Preparation of Patient Bed, Linen disposal, and washing.	1. Prepare a list of articles needed for the sterilisation of instruments and reset the procedure room. 2. Enlist the activities for resetting the patient's unit.	10

<b>Unit 3: Infection control practices</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Total duration (25 Hours)</b>
1. Describe the Panchakarma methodology of infection control practices.	1. Introduction to the methodology of infection control practices in Panchakarma	1. Demonstrate procedures followed at the eight levels of infection control practices.	<b>15</b>
2. Explain the principles and procedures of hand-hygiene.	1. Hand-hygiene <ul style="list-style-type: none"> <li>• Steps of hand washing</li> </ul> Medical and non-medical <ul style="list-style-type: none"> <li>• Advantages of hand washing</li> </ul>	1. Demonstrate the techniques of Hand washing, medical, and non-medical 2. Prepare a chart on the steps of hand washing	<b>5</b>
3. Perform procedures for cleaning and maintaining surfaces, articles, and equipment.	1. Practices to prevent cross-infections. 2. Cleaning procedures for various panchakarma sessions. 3. Importance of safe disposal and proper sanitation.	1. Demonstrate methods to sanitize and disinfect the work area. 2. Prepare a list of chemicals used for cleaning and disinfecting surfaces and articles.	<b>5</b>

Unit 4: Waste Disposal and Management			
Learning Outcome	Theory	Practical	Total duration (40 Hours)
1. Participate in categorizing the waste generated.	1. Procedures to handle, pack, label, transport, and dispose of waste. 2. Storage of clinical or related waste. 3. Minimize contamination of materials, equipment, and instruments.	1. Practice stepwise procedures to handle, package, label, store, transport, and dispose of waste. 2. List the hazards and risks associated with the improper disposal. 3. Prepare a format for reporting procedures for accidental spillages and waste contamination. 4. Enlist the color code for the segregation of waste generated during these procedures.	40

## 6. ORGANISATION OF FIELD VISITS

Field visits and educational tours emphasize on the skill learning part of the curriculum. In a year minimum of 2 field visits and 1 educational tour may be organized for the students to expose them to the activities in the workplace.

### Visit# 1:

Students are advised to visit a Pancha Karma unit to observe the activities. Ensure that the student interactions are guided by a trainer. Observe the activities performed during the therapy sessions and record the observations.

**Visit# 2:** Visit to a medicinal herbal garden and list the medicinal properties of the herb.

## 7. LIST OF EQUIPMENT AND MATERIALS

The equipment list given below may be used as a recommendation and the real list of items can be prepared by the vocational teacher. Only basic tools, equipment, and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

**Equipment Name** 1. Human Body Manikin 2. Wash basin 3. Liquid Soap 4. Hand washing 5. Paper Towel 6. Fire extinguisher 7. Droni (fibre glass made approx. 7 to 8 ft with stand) 8. Spoon 9. Mops 10. Bucket 11. Steel rings 12. Stethoscope 13. Sphygmomanometer 14. Thermometer 15. Basti 16. Hospital Bed 17. Disposable Glycerine syringe 18. Linen 19. Sheets 20. Personal Protective Equipment Kit (PPE) 21. First-aid Kit 22. Sponges 23. Rubber Catheter 24. Eye -caps/shield 25. Ladder to climb

Dhroni 26. Yantra(stand+pot/Patra) 27. Mug 28. Shirodhara Stand equipment 29. Nadee Swedan Yantra -automatic 30. Basti yantra 31. Shirodhara Sweda 32. Enema can be done with tubing 33. Shirobasti cap 34. Bashpa Swedan 35. Kindi/kumbhika for poring oil 36. Hand sanitizer 37. Mirror for visualizing the complete body 38. Induction cooker 39. 2 litre vessel 40. Bio -Medical waste bins 41. Red rubber catheter for Basti Administration 42. Scalp vein set No 20 -23 for Siravyadha 43. Working Apron/Coat 44. Oil, churna, and other material

**Classroom Aids:** The aids required to conduct sessions in the classroom are: 1. AV Aids 2. Computer (PC) with latest configurations – and Internet connection, with standard operating system and standard word processor and worksheet software (Licensed) 3. (all software should either be the latest version or one/two versions below) 4. UPS 5. Computer Tables 6. Computer Chairs 7. White Board/Smart Board 1200mm x 900mm 8. Marker 9. Duster 10. Charts 11. Flip Chart Class Room equipped with following arrangements: • Interactive lectures & Discussion • Brain Storming • Charts & Models • Activity • Video presentation

Skill lab equipped with the following arrangements: • Unique equipment as listed at the last • Practical Demonstration of various functions • Case study • Role play

## 8. VOCATIONAL TEACHERS/TRAINERS QUALIFICATION AND GUIDELINES

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

S.No.	Qualification	Minimum Competencies	Age Limit
1.	<b>Teacher</b> M.D. Panchakarma/Kayachikista 1 year exp or B.A.M.S with 5 years' experience.	<ul style="list-style-type: none"> <li>Experience in conducting training programs for skilled jobs in healthcare vocational education. Effective communication skills, interpersonal skills, and ability to work as part of a team. Basic computing skills.</li> </ul>	18-37 years (as on Jan. 01 (year) Age relaxation to be provided as per Govt. rules.

Vocational Teachers/Trainers form the backbone of Vocational Education, being imparted as an integral part of *Samagra Shiksha*. They are directly involved in teaching vocational subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT), and placement. These guidelines have been prepared with the aim of helping and guiding 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 the mode and procedure of selection of Vocational Teachers/Trainers, Educational Qualifications, Industry Experience, and Certification/Accreditation.

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

The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF-compliant job role. The State

should ensure that teachers/trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. The Vocational Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role that they will be teaching. Copies of relevant certificates and/or a record of experience of the teacher/trainer in the industry should be kept as a record.

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:

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

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP.

The State should ensure that the Vocational Teachers/Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework, and Vocational Pedagogy before being deployed in the schools.

The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education.

The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the Vocational Teachers/Trainers:

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

1. Participation in guidance and counselling activities conducted at the Institutional, District, and State levels;
2. Adoption of innovative teaching and training methods;
3. Improvement in the result of vocational students of Class X or Class XII;
4. Continuous upgradation of knowledge and skills related to the vocational pedagogy, communication skills, and vocational subjects;
5. Membership of professional society at District, State, Regional, National, and International levels;
6. Development of teaching-learning materials in the subject area;
7. Efforts made in developing linkages with the Industry/Establishments;
8. Efforts made towards involving the local community in Vocational Education
9. Publication of papers in National and International Journals;
10. Organization of activities for promotion of vocational subjects;
11. Involvement in the placement of students'/student support services.

## 9. LIST OF CONTRIBUTORS

---

1. Dr. A. Nayak, Professor & Head, Department of Health and Paramedical Sciences, PSS Central Institute of Vocational Education (NCERT), Shyamla Hills, Bhopal –462013, Madhya Pradesh.
2. Dr. Remya JayaKumar. BAMS, MD(Ayurveda). PhD Scholar, Department of Rasa Shastra and Bhaishajya Kalpana, Institute of Medical Sciences, Banaras Hindu University, Varanasi.



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