

LEARNING OUTCOME BASED VOCATIONAL SYLLABUS

JOB ROLE: General Duty Assistant Trainee

(QUALIFICATION PACK: Ref. Id.AGR/Q0701)

SECTOR: Healthcare

Class 12

(Effective For 2023-2024 Academic Sessions)



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
(a constituent unit of NCERT, under MHRD, Government of India)

Offered by
Assam Higher Secondary Education Council
In Association with
Samagra Shiksha Abhijan, Assam

1. COURSE OVERVIEW

COURSE TITLE: Health Care – General Duty Assistant Trainee

A General Duty Assistant, a service and component important in the Healthcare sector which is going rapidly over the years. India has a shortfall of 6 million health care professionals and India is far behind the global standards in term of availability of health care services. The job role of General Duty Assistant is one such area where the shortage of this kind of manpower is felt.

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

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

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

COURSE LEVEL: This is a beginner level course. On completion of this course, a student can take up an Intermediate level course for a job role in Healthcare, such as General Duty Assistant in Class XI and Class XII.

COURSE DURATION:	600 hrs
	Class 11 : 300 hrs
	Class 12 : 300 hrs
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Total	: 600 hrs
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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 12 opting for vocational subject along with general education subjects. 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)	Marks for Theory and Practical = 100 (50 Theory and 50 Practical)
Part A	Employability Skills		
	Unit 1: Communication Skills – IV	25	10
	Unit 2: Self-management Skills – IV	25	
	Unit 3: Information and Communication Technology Skills – IV	20	
	Unit 4: Entrepreneurship Development – IV	25	
	Unit 5: Green Skills - IV	15	
		110	
Part B	Vocational Skills		
	Unit 6: Hospital Management System	25	40
	Unit 7: Sterilization and Disinfection	25	
	Unit 8: Introduction to Medication	25	
	Unit 9: Immunization	25	
	Unit 10: Physiotherapy	20	
	Unit 11: Bio Medical Waste Management	20	
	Unit 12: Medical Records	20	
		160	
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	10	05
		20	15
	Total	300	100

ASSESSMENT AND CERTIFICATION

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

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

KNOWLEDGE ASSESSMENT (THEORY)

Knowledge Assessment should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board.

The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper based test or short structured questions based on the content of the curriculum.

WRITTEN TEST

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, and 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: 2 hrs

Mark (Theory) : 50

	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)	5	2	2	15
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	3	4	2	17

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	3	1	09
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	0	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	1	05
	Total	8x1=8	12x2=24	6x3=18	50 (26 questions)

SKILL ASSESSMENT (PRACTICAL)

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

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

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

Student Portfolio is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

Viva voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The

number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.