

Competency Based Curriculum

National Vocational Education Qualification Programme

NVEQ Level 1

Sector: Healthcare

Patient Care Assistant/General Duty Assistant



PSS Central Institute of Vocational Education, Bhopal
(a constituent unit of NCERT, an autonomous organization under Ministry of Human Resource
Development, Government of India)

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Introduction

The National Vocational Education Qualification Framework (NVEQF) developed by the Ministry of Human Resource Development (MHRD), Government of India is a descriptive framework that provides a common reference for linking various qualifications. It is used for setting common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, and Universities/Colleges.

The NVEQF organizes qualifications according to a series of levels of knowledge and skills. These levels are defined in terms of learning outcomes i.e., the competencies (knowledge, skills and attitude) which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training system. Qualifications are made up of occupational standards for specific areas of learning units or unit of competency. Units of competency are the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

The Unit of competency or National Occupation Standards comprising generic and technical competencies an employee should possess is laid down by the Sector Skill Council of the respective economic or social sector. Competency is defined in terms of what a person is required to do (performance), under what conditions it is done (conditions) and how well it is to be done (standards). It can be broadly categorized into foundational, practical and reflexive competencies.

Generic competencies are considered essential for a person to participate effectively in the workforce, whereas technical competencies are an individual's knowledge and expertise in the specific group task and its processes and its rules and regulations. An executive order F.No.1-4/2011-VE dated 3 Sept., 2012 on the various aspects of NVEQF has been issued by the MHRD. For more details on the NVEQF, please visit the website of MHRD at [www: mhrd.gov.in](http://www.mhrd.gov.in).

The term “**curriculum**” (plural: *curricula or curriculums*) is derived from the Latin word for “*race course*”, referring to the course of deeds and experiences through which children grow to become mature adults. A competency based curriculum describes what learners must “know” and “be able to do” by the end of a program or study. It identifies the competencies and sub-competencies each learner is expected to master. It states clearly the criteria and conditions by which performance will be assessed. It also defines the learning activities that will lead to the learner to mastery of the targeted learning outcome.

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

About the Sector

Healthcare sector in India has been growing rapidly over the years and is estimated to reach US\$ 280 billion by 2020. Consequently, the sector is also experiencing an incremental demand for human resources across verticals; from doctors, nurses to allied health professionals and technicians. As per the recent PHFI report, India has a shortfall of 6 million Allied Health Professionals in the country. India is far behind global standards in terms of availability of doctors per 1000 people (India 0.6; US 2.56 or UK 2.3), Nurses (India 0.8; US 9.37 or UK 12.12), Midwives (India 0.47; UK 0.63) and Lab Technicians (India 0.02; US 2.15)

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

One of the job roles in the healthcare sector is the Personal Care Assistant/General Duty Assistant. They work under the direction and supervision of registered nurses and other medical staff. Personal Care Assistant have a great deal of contact with patients and provide personal care such as bathing, feeding and dressing. They also perform support functions such as transporting patients, taking vital signs, making beds, helping patients become ambulatory and answering patient calls. They might also be called upon to set up equipment such as X-ray machines and overhead irrigation bottles. Personal Care Assistant are often responsible for observing and reporting how patients respond to the care that is being given.

The various functions of a PCA/GDA is given below

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

Objectives of the Course

There is an increased need in the health care setting for qualified assistants to the under-staffed and over-worked nurses in all health care settings. As health care continues to change, the demand for qualified assistants and nurses has also increased. Consequently the demands and the responsibilities become greater for the nursing assistant assigned to each nurse. To bridge the gap in formal training and health care services, it's proposed to conduct vocational education and training programs in schools to prepare Patient Care Assistants/General Duty Assistants.

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

- Demonstrate techniques to maintain the personal hygiene needs of a patient;
- Demonstrate the ability to perform clinical skills essential in providing basic healthcare services;
- Demonstrate the knowledge of safety, usage of protective devices and precautions to be taken while usage of oxygen;
- Demonstrate professional behaviour, personal qualities and characteristics of a Patient Care Assistant;
- Demonstrate the knowledge of Immunization schedule and National Immunization programmes;
- Demonstrate the knowledge of identification 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.

Competency Based Curriculum

Sector: Healthcare

Course Structure: This course (vocational qualification package) is a planned sequence of instructions consisting of the following 10 modules called as Units.

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

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

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

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

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

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

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

UNIT CODE: HSS101-NQ2013	Unit Title : HEALTHCARE DELIVERY SYSTEMS			
Duration: 20 hours				
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Location: Classroom/ Hospital/Clinic	Understand healthcare delivery systems	<ul style="list-style-type: none"> Describe the different types of healthcare delivery systems Describe the role of Voluntary Health Sector 	<ul style="list-style-type: none"> Identify different types of healthcare delivery systems followed in India 	<p>Interactive Lecture: Healthcare Delivery Systems</p> <p>Activity: Visit a Hospital and Clinic and enlist all the services and the equipment used in the Hospital and Clinic.</p>
	Identify the components and activities of Hospital	<ul style="list-style-type: none"> State the functions of a hospital in patient care Enlist the services provided by the hospital to patients 	<ul style="list-style-type: none"> Identify the various components of a Hospital System Identify the various equipment used in Hospital 	<p>Interactive Lecture: Role and Functions of Hospital</p> <p>Activity: Visit a Hospital to study the role and functions. Prepare report for the Student Portfolio.</p>
	Understand role and functions of Clinics	<ul style="list-style-type: none"> Describe the role and functions of a clinic Describe the preventative care provided at the Doctor's Clinic. Prepare a chart for basic preventative care. 	<ul style="list-style-type: none"> Enlist the requirements for patient safety at Doctor's clinic 	<p>Interactive Lecture: Preventative Care and Maintenance</p> <p>Activity: Visit to two Clinic or Doctor's Office and observe the available preventative care being administered in those clinic and prepare a</p>

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

UNIT CODE: HSS102-NQ2013	Unit Title : ROLE OF PATIENT CARE ASSISTANT			
Duration: 25 hours				
Location: Classroom/Hospital/ Clinic	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	Identify the role and functions of Patient Care Assistant	<ul style="list-style-type: none"> Describe the essential duties and responsibilities of Patient Care Assistant 	<ul style="list-style-type: none"> Demonstrate the knowledge of maintaining patient safety 	<p>Interactive Lecture: Role and Functions of Patient Care Assistant</p> <p>Activity: Volunteer at a Primary Health Center, Nursing Home and community Health Center.</p>
	Prepare a Daily Care Plan of Patient	<ul style="list-style-type: none"> Describe various activities of patient's daily care routine including bathing, feeding, excreta disposal, transfer of patients, medication, etc. 	<ul style="list-style-type: none"> Prepare a daily care plan for patients. 	<p>Interactive Lecture: Daily Care Plan of Patients</p> <p>Activity: Role play</p> <p>Provide different situations to the students and then tell them to identify and apply the most suitable safety practice that should be followed in that given situation.</p>

	Identify basic components required for Patient Comfort	<ul style="list-style-type: none"> Describe basic components required for patients comfort 	<ul style="list-style-type: none"> Identify and list various elements that can help in providing comfort to patients. 	<p>Interactive Lecture: Daily Care Plan of Patients</p> <p>Activity: Role Play</p> <p>Provide different situations to the students and then tell them to the students and then tell them to Identify and apply the most suitable safety practice that should be followed in that given situation.</p>
	Understand Patient's Safety	<ul style="list-style-type: none"> Describe the various elements of patient's safety 	<ul style="list-style-type: none"> Identify patient's environment and its components 	<p>Interactive Lecture: Facility for Patients and Safety aspects in Hospital.</p> <p>Activity: Visit to a Hospital to study the environment and safety of patients.</p>
	Provide for the patient's daily care	<ul style="list-style-type: none"> Report any evident changes and appearance Provide care needed by the patient 	<ul style="list-style-type: none"> Prepare patient checklist and compare with standard measurements Demonstrate care needed by the patient 	<p>Interactive Lecture: Care of Patients</p> <p>Activity: Preparation of check list for health parameters as per their understanding and tell them to compare with standard checklist. Discussion: Ethical practices in Hospitals</p>

	Identify the qualities of a good Patient Care Assistant	<ul style="list-style-type: none"> Describe the good qualities of Patient Care Assistant 	<ul style="list-style-type: none"> List the do's and don'ts in healthcare setup Demonstrate the knowledge of medical ethics 	
	Identify biomedical wastes and disposal procedure	<ul style="list-style-type: none"> Describe the characteristics of various types of biomedical wastes 	<ul style="list-style-type: none"> Demonstrate the knowledge of biomedical wastes Identify the colour code for disposal of biomedical waste 	<p>Interactive Lecture: Biomedical Waste</p> <p>Activity: Visit to Hospital to study biomedical waste management.</p>

UNIT CODE: HSS103-NQ2013	Unit Title: PERSONAL HYGIENE AND HYGIENE STANDARDS			
	Duration: 05 hours			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Location: Classroom and Organizations	Demonstrate good hygiene practice	<ul style="list-style-type: none"> Describe grooming routines to be followed for personal hygiene Describe the importance of personal hygiene 	<ul style="list-style-type: none"> Practice good personal health and hygiene. Enlist the hygiene routine to be followed to ensure good health Demonstrate hand washing Demonstrate trimming of nails. 	<p>Interactive Lecture: Personal Hygiene</p> <p>Activity: Demonstrate hand washing Demonstrate trimming of nails.</p>

	Identify factors affecting good health	<ul style="list-style-type: none"> Describe the factors that affect health and prevent disease 	<ul style="list-style-type: none"> Demonstrate the knowledge of maintaining routine exercise and good health Prepare a plan for maintaining good physical health 	<p>Interactive Lecture: Good Physical Health and Physical Exercises</p> <p>Activity: Preparation of checklist of health parameters. Perform various physical activities and explain their advantages and limitations.</p>
	Perform hand washing	<ul style="list-style-type: none"> Describe the method of hand washing Describe the importance of practicing good hand hygiene 	<ul style="list-style-type: none"> Demonstrate hand washing and hygiene practices 	<p>Interactive Lecture: Hand washing and hygiene</p> <p>Activity: Demonstration of hand washing procedure. Discussion on hygiene practices followed at the Hospital.</p>
	Demonstrate personal grooming	<ul style="list-style-type: none"> Describe the importance of good appearance and grooming in life and work place. 	<ul style="list-style-type: none"> Demonstrate good grooming habits as per norms of healthcare industry. 	<p>Interactive Lecture: How to prepare and follow daily personal grooming plan?</p> <p>Activity: Hand-on practice sessions on grooming and other practices related to personal care and hygiene.</p>

UNIT CODE: HSS104-NQ2013		Unit Title: PRIMARY HEALTHCARE AND MEDICAL EMERGENCY RESPONSE		
Duration: 20 hours				
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Location: Classroom, Public Places, Police Station, Forensic Laboratory	Identify components of Primary Healthcare	Describe the importance of primary healthcare Describe the various indicators of the Millennium Development Goals (MDGs) related to health	<ul style="list-style-type: none"> Identify the need of Primary Healthcare in a given scenario Enlist the essential components of Primary Healthcare Enlist the various indicators of the Millennium Development Goals (MDGs) related to health 	Interactive Lecture: Primary Healthcare and Millennium Development Goals (MDGs) Activity: Volunteer at mother and infant care camps. Enlisting indicators of the Millennium Development Goals (MDGs) related to health
	Demonstrate chain of survival	Describe the various medical emergency situations	<ul style="list-style-type: none"> Perform early recognition and call for help Demonstrate the knowledge of responding to a medical emergency 	Interactive Lecture: First Aid and Emergency Response Activity: Demonstration of Basic First Aid Practices.

UNIT CODE: HSS105-NQ2013	Unit Title: IMMUNIZATION			
Duration: 10 hours				
Location: Classroom, Industry, Organization, Hospital.	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	Differentiate between various types of immunity	<ul style="list-style-type: none"> • Explain the meaning of Immunity • Differentiate between innate and adoptive immunity • Differentiate between passive and active immunity 	<ul style="list-style-type: none"> • Differentiate between Bacteria and Virus • Prepare a sample Immunization Schedule Chart 	Interactive Lecture: Immunization Activity: Prepare Immunization schedule for baby born on 12 June, 2013 Visit to Primary Healthcare and Immunization camp and study the immunization process.
	Prepare immunization schedule chart	<ul style="list-style-type: none"> • Describe the importance of immunization • Describe the side effects of immunization • Describe the various aspects of immunization schedule chart 	<ul style="list-style-type: none"> • Prepare a Immunization calendar for an infant based on date of birth. 	Interactive Lecture: Immunization Calendar Activity: Discussion on the process of immunization, its advantages and limitations.
	Identify the key components of Universal Immunization Programme	<ul style="list-style-type: none"> • Describe the key components of a Universal Immunization Programme 	<ul style="list-style-type: none"> • Identify the key components of a Universal Immunization Programme • Enlist the diseases covered under UIP 	Interactive Lecture: Universal Immunization Programme Activity: Enlisting of diseases covered under Universal Immunization Programme.

	Identify the key components of Pulse Immunization Programme	<ul style="list-style-type: none"> Describe the key components of a Pulse Immunization Programme 	<ul style="list-style-type: none"> Identify the key components of a Pulse Immunization Programme 	<p>Interactive Lecture: Pulse Immunization Programme</p> <p>Activity: Enlisting of diseases covered under Pulse Immunization Programme.</p>
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UNIT CODE: HSS106-NQ2013					Unit Title: COMMUNICATION AT WORKPLACE				
					Duration: 20 hours				
		Learning Outcome		Knowledge Evaluation		Performance Evaluation		Teaching and Training Method	
Classroom	Identify elements of Communication		<ul style="list-style-type: none"> Describe different elements of communication Explain how to provide effective feedback 	<ul style="list-style-type: none"> Identify elements of communication Describe the knowledge of effective communication 	<p>Interactive Lecture: Verbal and Non-verbal Communication</p> <p>Elements of Communication and Communication Cycle</p> <p>Activity: Drawing a Communication Cycle Role Play</p>				
	Demonstrate effective communication skills		<ul style="list-style-type: none"> Describe the factors affecting effective communication - listening, managing stress, emotional awareness, etc. Describe static and dynamic features of verbal communication Describe the various factors acts as barriers in communication. 	<ul style="list-style-type: none"> Speak with clarity, emphatic tone, etc. maintaining rhythm Demonstrate the knowledge of communicating effectively in different scenario of conversations between patient and Patient Care Assistant. 	<p>Interactive Lecture: Factors affecting Effective Communication</p> <p>Activity: Role play on communicating effectively in different scenario of conversations between patient and Patient Care Assistant.</p>				

ASSESSMENT GUIDE

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

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

Assessors will be certified by the State Education Board.

- 1. Written test:** It allows candidates to demonstrate that they have the knowledge and understanding of a given topic.
- 2. Practical test:** It allows candidates to demonstrate application of skills in simulated or real work conditions against competency standards (skill and academic standards).
- 3. Oral test/viva voce:** It allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of oral test or viva voce.
- 4. Portfolio:** It is a compilation of documents that supports the candidate's claim of competence that was acquired from prior learning and experience. Documents (including photo's, newspaper articles, reports, etc.) of practical experience in the workplace or the community and photographs of the products prepared by the candidates related to the units of competency should be included in the portfolio.

5. **Project:** Projects (individual or group projects) are a great way to assess the practice skills on a deadline, but these should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation.
6. **Direct Observation** - Direct observation requires a considerable degree of commitment from the observer and those being observed. Employability skills evaluation listed below in the table should be evaluated through direct observation by the teacher/trainer and appropriate records should be maintained for transparency in evaluation.

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

1. Competent = 0.5 marks; Not yet competent = 0

LIST OF TOOLS, EQUIPMENT AND MATERIALS

The list given below is suggestive and an exhaustive list should be prepared by the teacher. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

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|--------------------------------------------------|---------------------------------------------------------------|
| 1. Advanced Male and Female Catheterization Kit | 32. Kidney Tray |
| 2. Air Cushion | 33. Male Multi Veno Intravenous Arm |
| 3. Airway Mannequin | 34. Malleable Splint set of Large Medium and Small |
| 4. Ambu Bag with Mask (Adult) | 35. Measuring Glass |
| 5. Artery Forceps | 36. Nail Cutter |
| 6. Auto loading Stretcher made of aluminum alloy | 37. Nail Filer |
| 7. Back Rest | 38. Oral care Set |
| 8. Bath Tub | 39. Oxygen Cylinder with Connector, Key, Face Mask and tubing |
| 9. Bed Pan | 40. Patient Examination Table |
| 10. Bed Sheet, Blanket, Pillow with Pillow Cover | 41. Patient remote bell |
| 11. Bed Side Locker | 42. Pocket Mask |
| 12. Birthing Simulator | 43. Rubber Sheet (2 x 2 meters) |
| 13. Call bell | 44. Sand Bag |
| 14. Cardiac Table | 45. Scissor |
| 15. Cervical Color Set of Large Medium and Small | 46. Scoop Stretcher |
| 16. CPR Mannequin | 47. Simulation Equipment - Mannequins |
| 17. Crash card | 48. Spine Board |
| 18. Crutch | 49. Spoon |
| 19. Cupboard | 50. Steel Basin 1 Set (3 Large, 3 Medium, 3 Small) |
| 20. Dissecting Forceps | 51. Steel Bowl |
| 21. Doctors Table | 52. Steel Glass |
| 22. Draw Sheet | 53. Steel Jug |
| 23. Electronic BP Monitoring Machine | 54. Steel Plate |
| 24. Enamel Basin | 55. Steel Tray 1 set (2 Large, 2 Medium and 3 small) |
| 25. Fire Extinguisher 5 KG ABC type | 56. Sterilizer |
| 26. Foot Step | 57. Stethoscope |
| 27. Full Body Mannequin - Basic | 58. Stop Watch |
| 28. Goggles | 59. Suction Apparatus |
| 29. Gown | 60. Syringe Destroyer and Needle Burner |
| 30. ICU Bed with mattress | 61. Thermometer |
| 31. IV Stand | 62. Towel |

63. Urinal Set (1 Male + 1 Female)
 64. Walker
 65. Weighing Machine

66. Wheel Chair
 67. Wound care Model Anatomical

TEACHER'S QUALIFICATIONS

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

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

CAREER PATH - PATIENT CARE ASSISTANT/GENERAL DUTY ASSISTANT

Sector	Allied Health and Paramedics		
Sub-sector	Non-Direct Care	Diagnostic Services	Curative Services
Occupation	General Duty Assistant	Radiology Technician	Dialysis Technician
Leadership level	Housekeeping Supervisor	Supervisor	Dialysis in-charge
Middle Management level	GDA Supervisor	Senior Radiology Technologist	Senior Dialysis Technician
Entry Level	GDA - OT/ Radiology/ ICU	Radiology Technologist	
	General Duty Assistant	Radiology Technician*	Dialysis Technician*

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