



# Model Curriculum

**QP Name: Geriatric Care Providers**

**QP Code: NISD/Sr.CD/Q001**

**QP Version: 1.0**

**NSQF Level: 4**

**Model Curriculum Version: 1.0**

**National Institute of Social Defence (NISD),  
Ministry of Social Justice and Empowerment  
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## Training Parameter

<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	Geriatric Care
<b>Occupation</b>	Geriatric Caregivers
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	
<b>Minimum Educational Qualification and Experience</b>	<ul style="list-style-type: none"> <li>• Minimum qualification 12th pass.</li> <li>• Qualified candidates should have a minimum of a 10th-grade education, preferably with three year of experience in healthcare</li> <li>• Exception to be made to an extent of 20 % (for students in a batch of 25)</li> </ul>
<b>Pre-Requisite License or Training</b>	Not Applicable
<b>Minimum Job Entry Age</b>	18 years (completed)
<b>Last Reviewed On</b>	
<b>Next Review Date</b>	
<b>NSQC Approval Date</b>	
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	
<b>Minimum Duration of the Course</b>	540 Hrs.
<b>Maximum Duration of the Course</b>	540 Hrs.

## Program Overview

This section  
along with its duration.

summarizes the

end objectives of the program

## Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

1. Discuss & verbalize the role and responsibilities of a Geriatric Caregiver.
2. Discuss about the basic qualities of a proficient geriatric caregiver.
3. Understand about national schemes and provisions related to geriatrics.
4. List the basic healthcare needs of ambulatory conscious elderly people, non-ambulatory / bed-ridden frail elderly people etc.
5. Demonstrate techniques to maintain the personal hygiene needs of an elderly patient.
6. Demonstrate professional techniques in maintaining Daily Living Activities.
7. Support patients to eat and drink—orally/assisted feeds e.g., RT Feeds.
8. Assist medication care of the immobile/semi or unconscious patients under supervision/ guidance of Nurse/professional or medical in-charge.
9. Demonstrate the ability to perform skills essential in providing basic healthcare to senior citizens.
10. Promote safety, understand usage of assistive devices, and demonstrate precautions to be taken while usage of equipment and assistive devices.
11. Demonstrate about universal precautions.
12. Identify risk factors/events and inform the doctor/nurse/family immediately.
13. Reporting signs of severe illness/ deterioration to higher authorities as per timelines.
14. Follow biomedical waste disposal and infection control policies and procedures in the organization.
15. Build a comprehensive knowledge base to be a companion and support in home safety management.
16. Demonstrate technical skills in providing first aid care to victims as per the emergency condition.
17. Understand the scope of work and act within the competence of authority.
18. Understand about digital health & financial literacy.

## Compulsory Modules

The table lists the modules and their duration

Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Module 1 - Introduction to Geriatric /Elderly Care/ Government policies and programs	13:00	05:00	00:00	00:00	18:00
Module 2 - Body System, functions & related problems in Elderly	18:00	05:00	10:00	00:00	33:00
Module 3 - Mental Health Issues in Elderly	09:00	05:00	10:00	00:00	24:00
Module 4 - Communication, Empathy & Companionship	09:00	05:00	10:00	00:00	24:00
Module 5 - Infection Prevention & Control	09:00	10:00	10:00	00:00	29:00
Module 6 - Nutrition	09:00	05:00	10:00	00:00	24:00
Module – 7 Positions, Comfort Devices & Assistive Devices	09:00	10:00	05:00	00:00	24:00
Module – 8 Caring Procedures & Therapies	51:00	100:00	60:00	00:00	211:00
Module – 9 Self-Care of Geriatric Caregivers	20:00	20:00	05:00	00:00	45:00
<b>Total Duration</b>	<b>147:00</b>	<b>165:00</b>	<b>120:00</b>	<b>00:00</b>	<b>432:00</b>

### Employability skills:

Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Financial Literacy	14:30	00:30	00:00	00:00	15:00
Digital Health Assistance	14:30	00:30	00:00	00:00	15:00
<b>Total Duration</b>	<b>29:00</b>	<b>01:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>

### Assessment Hours:

Theory	Practical	Project	Viva	Total
00:00 hrs	15:00 hrs	00:00 hrs	63:00 hrs	<b>78:00 hrs</b>

**Total Hours = Classroom training + Employability skills + Assessment**

$$540:00 \text{ Hrs} = 432:00 \text{ Hrs} + 30:00 \text{ Hrs} + 78:00 \text{ Hrs}$$

## Module Details

### Module 1: Introduction to Geriatric/Elderly Care / Government policies and programs

Mapped to: Bridge Module

Terminal Outcomes:

- Describe about National Institute of Social Defence, Senior Citizen Division
- Understanding ageing and related problems among Elderly
- Understand facilities available for Senior Citizens, government programs & policies

Duration: 13:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ol style="list-style-type: none"> <li>1. Explain National Institute of Social Defence</li> <li>2. Define an elderly</li> <li>3. Explain elderly care as a growing challenge</li> <li>4. Discuss ageing and ageing process</li> <li>5. Discuss changes in an elderly</li> <li>6. Understands about Geriatric Care</li> <li>7. Explain constitutional rights of an elderly</li> <li>8. Describe characteristics and qualities of a caregiver</li> <li>9. Discuss roles and responsibilities of a caregiver</li> <li>10. List the job opportunities</li> <li>11. Explain code of Conduct</li> <li>12. Explain Government Policies &amp; Programs</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a report summarizing the visible changes in Senior Citizens.</li> <li>2. Prepare a chart regarding facilities available for geriatrics nationally and internationally.</li> <li>3. Prepare a chart depicting roles and responsibilities of a Geriatric Caregiver at different settings.</li> <li>4. Role plays related to Do's and Don'ts of a geriatric caregiver.</li> </ol>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Smart Board, Marker, Board eraser, Powerpoint presentation.	
<b>Tools, Equipment and Other Requirements</b>	
Visit to Hospital (Medicine/Geriatric department), Senior Citizen Home, Day Care Center/Dementia Center.	

## Module 2: Body System, Functions & Related problems in elderly

Mapped to: Bridge Module

Terminal Outcomes:

1. Describe basic structure and functions of the human body.
2. Describe the body system, associated common diseases/health related problems & roles of Caregiver.

<b>Duration: 18:00</b>	<b>Duration: 05:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ol style="list-style-type: none"> <li>1. Describe about body systems, functions and problems of the human body.</li> <li>2. Apply the knowledge about the human body and it's functioning while giving care to the client/patients.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify various body parts/ organs in a model, Mannequin etc.</li> <li>2. Design working charts depicting functioning of human body system.</li> </ol>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Smart Board, Marker, Duster, Power point presentation	
<b>Tools, Equipment and Other Requirements:</b>	
3D models of human body and accessory organs, model human skeletal system, organ specimen, Mannequin, charts, demonstration kits of different body parts and mechanics, internet use	



### Module 3:

### Mental Health

### Issues in Elderly

Mapped to: Bridge Module

Terminal Outcomes:

- A. Describe the Mental Health issues among senior citizens.
- B. Describe the roles of Caregiver.

<b>Duration:</b> 09:00	<b>Duration:</b> 05:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<p>Explain and understand the following disease conditions:</p> <ol style="list-style-type: none"> <li>1. Dementia</li> <li>2. Alzheimer Disease</li> <li>3. Stress related disorders</li> <li>4. Parkinson's Disease</li> <li>5. Sleep Disorders &amp; Insomnia</li> <li>6. Depression, Anxiety and Loneliness</li> </ol>	<p>Demonstrate in a role play to handle mental health issues among senior citizens.</p>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Smart Board, Marker, Duster, Power point presentation	
<b>Tools, Equipment and Other Requirements:</b>	
3D models of human body and accessory organs, model human skeletal system, organ specimen, Mannequin, charts, demonstration kits of different body parts and mechanics, internet use	

## Module 4: Communication, Empathy & Companionship

Mapped to: Bridge

Module

Terminal Outcomes:

A. Explain the significance of communication, empathy & companionship for an elderly.

<b>Duration:</b> 09:00	<b>Duration:</b> 05:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ol style="list-style-type: none"> <li>1. Describe the meaning of Communication and its types</li> <li>2. Explain Communication Process</li> <li>3. Understands the Essentials of Good Communication</li> <li>4. Describe the Interpersonal Relationship</li> <li>5. Explain the Meaning of Empathy</li> <li>6. Explain the need for companionship for the elderly person</li> <li>7. Discuss the power of empathy and companionship in elderly care</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate in a role play about communication techniques &amp; effective listening skills for healthy communication.</li> <li>2. Demonstrate in a role play about caregiver's role to active listening while communicating with elderly.</li> </ol>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Smart Board, Marker, Duster, Power point presentation	
<b>Tools, Equipment and Other Requirements:</b>	
Mannequin, students for role play	

## Module 5: Infection Prevention & Control

Mapped to: Bridge

Module

Terminal Outcomes:

- Explain the significance of Infection prevention & control practices.
- Demonstrate correct waste disposal methods as per guidelines & regulations.
- Follow hand hygiene & social distancing practices.
- Discuss about occupational hazards.

<b>Duration:</b> 09:00	<b>Duration:</b> 10:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ol style="list-style-type: none"> <li>Discuss meaning of Infection, its causes and cycle of Infection</li> <li>Develop understanding about the procedure of hand hygiene</li> <li>Be equipped with techniques of use of PPE.</li> <li>Describe color coding and type of containers for disposal of Bio Medical Waste.</li> <li>List common infectious diseases Viral Infection, Covid Infection, Monkeypox, Tuberculosis</li> <li>Discuss about occupational hazards.</li> <li>Discuss about handling of Patient Care equipment and supplies</li> </ol>	<ol style="list-style-type: none"> <li>Show how to sanitize and disinfect one's work area regularly.</li> <li>Demonstrate the correct way of washing hands using soap and water, and alcohol- based hand rubs.</li> <li>Display the correct way of donning, doffing, and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc.</li> <li>Demonstrate appropriate social and behavioral etiquette (greeting and meeting people, spitting/coughing/ sneezing, etc.).</li> <li>Select different types of waste and various types of color- coded bins/containers used for disposal of waste.</li> </ol>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Smart Board, Marker, Duster, Power point presentation	
<b>Tools, Equipment and Other Requirements:</b>	
Different color coded bins, chart for color coding of bins, PPE kit	

## Module 6: Nutrition

Mapped to: Bridge Module

Terminal Outcomes:

- A. Understand the concept of nutrition & nutrients.
- B. Understand & support to be provided by caregiver while feeding elderly

<b>Duration:</b> 09:00	<b>Duration:</b> 5:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ol style="list-style-type: none"> <li>1. Describe the importance of nutrition and its sources.</li> <li>2. Apply Knowledge about the diet pyramid.</li> <li>3. Discuss principles to keep in mind for selecting food.</li> <li>4. Explain the factors affecting the appetite</li> <li>5. Describe the types of diet.</li> <li>6. Explain the importance of a special diet.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare light snacks or a soft diet such as Khichdi, Porridge or Juice.</li> <li>2. Demonstrate the procedure of feeding an unconscious elderly through Ryles tube.</li> </ol>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Smart Board, Marker, Duster, Powerpoint presentation	
<b>Tools, Equipment and Other Requirements:</b>	
Mannequins, Patient daily feeding articles, Ryles tube, Visit to Senior Citizen Home care	

## Module 7: Positions, Comfort Devices & Assistive Devices

Mapped to: Bridge

Module

Terminal Outcomes:

- A. Discuss the significance of safety measures for Geriatric.
- B. List the Comfort Devices, Assistive devices and related indications.

<b>Duration:</b> 09:00	<b>Duration:</b> 10:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ol style="list-style-type: none"> <li>1. Name the various types of positions.</li> <li>2. Understanding the various comfort devices and its usage.</li> <li>3. Measures to ensure comfort to a patient</li> <li>4. Describe assistive devices and its usage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the usage of Comfort devices, Assistive devices, mobility devices</li> <li>2. Demonstrate the usage of air mattress.</li> </ol>

### Classroom Aids:

Charts, Models, Video presentation, Flip Chart, Smart Board, Marker, Duster, Powerpoint presentation

### Tools, Equipment and Other Requirements:

Wheelchair, stretcher, Walker, Cane, Support devices etc, air mattress, air mattress pump

## Module 8: Caring Procedures and Therapies

Mapped to: Bridge Module

Terminal Outcomes:

- A. Understand the importance of Geriatric Care.
- B. Explain the SOP's related to Caring Procedures.

<b>Duration:</b> 51:00	<b>Duration:</b> 100:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ol style="list-style-type: none"> <li>1. Understand how to do Bed making</li> <li>2. Assist the elderly in maintaining personal hygiene</li> <li>3. Understand how to provide care related to sponge bath, mouth care, Denture care, Hair wash, Back care, Shaving, Foot &amp; Nail Care</li> <li>4. Assist the elderly person in the elimination process in a safe manner</li> <li>5. Identify the different methods of feeding for elderly patients</li> <li>6. Assist elderly person to take medicines, eye cleaning &amp; application of ointment, Instillation of Eye drops/ Ear drops/ Nasal drops</li> <li>7. Identify and measure the vital signs &amp; blood sugar</li> <li>8. Assist in special procedure for an elderly person</li> <li>9. Understand body mechanics</li> <li>10. Transport the elderly patient using stretcher and wheelchair</li> <li>11. Become aware of the challenges and risks involved in transportation</li> <li>12. Understand how to prevent falls among senior citizens &amp; provide safe environment</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate Bed Making procedure</li> <li>2. Demonstrate the role related to Sponge Bath/Bed Bath, Care of Hair Lice, Hair Wash, Back Care, Shaving, Foot &amp; Nail Care, denture care, Oral Hygiene</li> <li>3. Demonstrate the procedure related to assistance for elimination needs.</li> <li>4. Demonstrate the Feeding through Ryle tube</li> <li>5. Demonstrate special procedures while assisting nurse/physician, application of heat and cold, administering Oxygen, Suctioning, Nebulization, Steam Inhalation, Wound Dressing</li> <li>6. Transferring of Patients</li> <li>7. Fall Prevention</li> </ol>

<p>13. Understand documentation, recording &amp; reporting</p> <p>14. Identify the cause of injury and provide first aid</p> <p>15. Understand the medical abbreviations</p> <p>16. Describe care for dying person and dead body packing</p> <p>17. Understand the importance of therapies for Senior Citizens Music therapy, Naturopathy, Acupressure, Acupuncture, Meditation &amp; Physiotherapy</p>	<p>8. First Aid</p> <p>9. Demonstrate regarding the Dispensing Medication as per scope of practice</p> <p>10. Role play to record and report vital parameters.</p> <p>11. Demonstrate various therapies through role plays &amp; respective exposure</p>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Smart Board, Marker, Duster, Powerpoint presentation	
<b>Tools, Equipment and Other Requirements:</b>	
First Aid kit, betadine, cotton, bandages, sanitizers, disinfectants, Bed sheets, bandages, cotton, disinfectants, topical ointments/ lotions/medications etc., syringes, gloves, needles, spatula, Visit to Hospital (Medicine/Geriatric department) , Senior Citizen Home	

## Module 9: Self Care of Geriatric Caregivers

Mapped to: Bridge Module

Terminal Outcomes:

A. Understand the importance of Self-care of Geriatric caregivers

<b>Duration:</b> 20:00	<b>Duration:</b> 20:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ol style="list-style-type: none"> <li>1. Understanding the role of caregivers for self</li> <li>2. The Challenges of caregiving</li> <li>3. Why self-care for caregivers matters</li> <li>4. Effective self care strategies</li> <li>5. Balancing your own needs and caregiving</li> </ol>	Role plays
<b>Classroom Aids:</b>	
Video presentation, Flip Chart, Smart Board, Marker, Duster, Powerpoint presentation	
<b>Tools, Equipment and Other Requirements:</b>	
Mannequin, students for role play	

## Employability skills:

### Module 10: Financial Literacy

Mapped to: Bridge Module

Terminal Outcomes:

A. Understand the importance of Financial Literacy

<b>Duration:</b> 14:30	<b>Duration:</b> 00:30
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ol style="list-style-type: none"> <li>1. Understanding the importance of Financial Literacy</li> <li>2. Teaches the Concept of Budgeting</li> <li>3. Shows the power of compounding</li> </ol>	Demonstrate financial literacy through group discussions, educative program
<b>Classroom Aids:</b>	
Video presentation, Flip Chart, Smart Board, Marker, Duster, Powerpoint presentation	
<b>Tools, Equipment and Other Requirements:</b>	
Students for role play	



## Module 11: Digital Health Assistance

Mapped to: Bridge Module

Terminal Outcomes:

A. Understand the importance of Digital Health

<b>Duration:</b> 14:30	<b>Duration:</b> 00:30
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ol style="list-style-type: none"> <li>1. Understanding the importance of Digital Health applications &amp; devices</li> <li>2. Understanding the functioning of the devices</li> </ol>	Demonstrate digital apps through group discussions, educative program
<b>Classroom Aids:</b>	
Video presentation, Flip Chart, Smart Board, Marker, Duster, Powerpoint presentation	
<b>Tools, Equipment and Other Requirements:</b>	
Students for role play	

**Mandatory Duration: 120 Hrs**

**Module Name: Internship/On job**

**Training**

**Location: Government Hospital**

**Terminal Outcomes**

1. Discuss & verbalize the role of a basic geriatric caregiver
2. Demonstrate basic healthcare needs of ambulatory conscious elderly people
3. Build a comprehensive knowledge base on basic issues in geriatric care
4. Understand healthcare system
5. Orient themselves for working in OPDs, IPDS etc.
6. Demonstrate techniques to maintain the personal hygiene needs, elimination needs of an elderly patient
7. Demonstrate techniques for special procedures like hot compress, cold compress, nebulization, oxygen therapy, suctioning etc.
8. Demonstrate professional techniques in feeding
9. Demonstrate techniques for administering oral medicines to an elderly patient
10. Demonstrate techniques for checking vital signs & checking blood sugar.
11. Promote safety, understand usage of assistive devices and demonstrate precautions to be taken while usage of equipment and devices
12. Demonstrate Basic Life Support - Cardiopulmonary Resuscitation and other actions in the event of medical emergencies
13. Practice infection control measures
14. Demonstrate right methods of bio-medical waste management
15. Build an understanding of various situations and innovative approaches in the field of ageing
16. Enhance knowledge in resource management and networking
17. Enhance skill and capacities in counseling and management of age care institutions
18. Institutional Log books are mandatory.

## Annexure 1

### Trainer's Qualification and Experience in the relevant sector (in years)

Trainer Prerequisites			
S. No	Minimum Educational Qualification	Specialization	Relevant Industry Experience
1	General Nursing and Midwife (GNM)	Nursing	Two years of experience
2	B.Sc.	Nursing / Post basic nursing	One year of experience
3	M.Sc.	Nursing	
4	MBBS	Community Medicine	
5	Guest Faculty	<ul style="list-style-type: none"> <li>• Diet &amp; Nutrition</li> <li>• Dementia Care Expert</li> <li>• BLS (Basic Life Support) expert</li> <li>• Nursing professional</li> <li>• Soft skills Expert</li> </ul>	

## Annexure 2

### Assessor's Qualification and experience in relevant sector (in years)

#### Assessor Requirements

Assessor Prerequisites			
S. No	Minimum Educational Qualification	Specialization	Relevant Industry Experience
1	Training of Trainers (TOT) certified trainers from NISD (National Institute of Social Defence, New Delhi)		
2	General Nursing and Midwife (GNM) with	Nursing	3 years of experience working with home set up /Old Age Home and two years of teaching experience
3	B.Sc. (Nursing)/ Post Basic Nursing	Nursing	2 years' experience working with geriatrics and one years of teaching experience
4	M. Sc. (Nursing)	Nursing	one-year experience working with geriatrics and one years of teaching experience
5	Medical Graduate – MBBS		One years of experience working with geriatrics and 2 years of teaching experience
Government Hospital Nursing officers or Retd. Nursing officers/Assistant Nursing Superintendent /Training of Trainers (TOT) certified trainers from NISD/Geriatric Social Work Professional etc. will be preferred.			

## ELIGIBILITY OF TRAINEES TO APPEAR FOR FINAL ASSESSMENT

1. The trainee should have minimum 80% attendance in overall course – Theory, practical & Hospital Internship/OJT.
2. Should have passed all weekly assessments
3. Should not have any disciplinary remarks during the course and during field visit/On Job Training.

## Assessment Strategy

The emphasis is on 'learning-by-doing' and practical demonstration of skills and knowledge based on the performance criteria. Accordingly, assessment criteria for each job role are set and made available. The assessment papers for both theory and practical would be developed by Subject Matter Experts (SME). The assessment papers would also be checked for the various outcome-based parameters such as quality, time taken, precision, tools and equipment requirement etc.

To pass the course the overall assessment percentage should be at least 70 %

Performance Criteria is assigned marks on relative importance, criticality of function and training infrastructure.

The following tools would be used for final assessment:

- 1. Weekly 10 minutes quiz**
- 2. Fortnightly Practical Demonstration tests**
- 3. Practical Assessment:** This comprises a creation of a mock environment in the skill lab which is equipped with all equipment required for the qualification. Candidate's soft skills, communication, aptitude, safety consciousness, quality consciousness etc. is ascertained by observation and marked in the observation checklist. The outcome is measured against the specified dimensions and standards to gauge the level of their skill achievements.
- 4. Viva/Structured Interview:** This tool is used to assess the conceptual understanding and the behavioral aspects with regard to the job role and the specific task at hand.
- 5. On-Job Training:** OJT would be evaluated based on standard log book capturing departments worked on, key observations of learner, feedback and remarks of supervisor or mentor.

**6. Written Test:** Question paper consisting of 50 questions. The written assessment paper is comprised of questions from theory classes & practical's theory.

**Additional qualities of students for grace marking:**

The student must be able to fulfil the below mention qualities to obtain GRACE MARKS.

- 1) Able to identify key points or important points. E.g.; students maintained the comfort of the patient throughout the patient care.
- 2) Must be aware of the output of the care provided to the patient.
- 3) Must be active, smart/confident.
- 4) Good domain knowledge.
- 5) Able to communicate clearly and has a pleasant personality

Sr. No.	NOS/Module Name	Assessment Criteria for Performance criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks
1	Introduction to Geriatric/Elderly Care/ Government policies and programs	Communicate on <ul style="list-style-type: none"> <li>Ageing</li> <li>Ageing process</li> <li>Government policies and programs</li> <li>Roles and responsibilities</li> </ul>	20	10	0	10	40
2	Body System, functions & related problems in Elderly	<ul style="list-style-type: none"> <li>Demonstrate different parts of the body and describe its function.</li> <li>Demonstrate role of caregiver in different disease conditions</li> </ul>	20	10	0	10	40
3	Mental Health Issues in Elderly	<ul style="list-style-type: none"> <li>Communicate role of caregiver in assessing mental health issues among elderly</li> </ul>	10	5	0	10	20
4	Communication, Empathy & Companionship	<ul style="list-style-type: none"> <li>Demonstrate communication skills while communicating with elderly patients</li> </ul>	20	10	0	10	40

5	Infection Prevention & Control	<ul style="list-style-type: none"> <li>• Handle any hazardous situation with safely, competently and within the limits of authority</li> <li>• Report any hazardous situation and breach in procedures to ensure a safe, healthy, secure working environment</li> <li>• Classification of the waste generated, segregation of biomedical waste, proper collection and storage of waste</li> <li>• Maintaining personal protection and preventing the transmission of cross infection</li> </ul>	20	10	10	10	50
6	Nutrition	<ul style="list-style-type: none"> <li>• Identification of nutritional requirement for senior citizens</li> </ul>	10	5	10	10	35



		<ul style="list-style-type: none"> <li>Support Geriatrics for preparation of nutritious meals</li> </ul>					
7	Positions, Comfort Devices & Assistive Devices	<ul style="list-style-type: none"> <li>Support in changing the position</li> <li>Assist in using of comfort/assistive devices</li> </ul>	20	20	20	10	70
8	Caring Procedures and therapies	<ul style="list-style-type: none"> <li>Assist in maintaining personal hygiene</li> <li>Assist in eating/drinking</li> <li>Assist in maintaining elimination needs</li> <li>Demonstrate fall prevention among senior citizens</li> <li>Demonstrate CPR/first aid</li> <li>Assist in special procedures</li> </ul>	20	20	20	10	70
9	Self care of Geriatric Caregivers	<ul style="list-style-type: none"> <li>Maintaining self care of caregivers</li> </ul>	10	10	0	10	30
		<b>Total</b>	<b>150</b>	<b>100</b>	<b>60</b>	<b>90</b>	<b>300</b>

## References Glossary

Term	Description
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application)
<b>OJT</b>	On-the-job training - trainees are mandated to complete specified hours of training on site
<b>Practical</b>	Practical knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome.

## Acronyms and Abbreviation

Term	Description
<b>QP</b>	Qualification
<b>NSQF</b>	National Skills Qualification Framework
<b>NSQC</b>	National Skills Qualification Committee