

**Syllabus
On
Allied Healthcare Sector
Under Skill Development Initiative (SDIS) Scheme
Based on
Modular Employable Skills (MES)**

Designed in 2012

**Directorate General of Employment & Training
Ministry of Labour & Employment
Government of India**

List of members attended the Trade Committee Meeting for designing the course curricula under **Skill Development Initiative Skills (SDIS)** based on **Modular Employable Skills (MES)** on **General Duty Attendant, General Duty Attendant-Supervisor, Geriatric Assistant & Domestic Assistance –Elderly Care** on **Allied Healthcare Sector** held on 18th April 2012 at Chinar, India Habitat Centre, New Delhi.

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**Course Curricula under Skill Development Initiative Scheme (SDIS) Based on
Modular Employable Skills (MES) on Allied Healthcare Sector**

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Skill Development based on Modular Employable Skills (MES)

1. Background:

The need for giving emphasis on Skill Development, especially for the educated unemployed youth (both for rural & urban) has been highlighted in various forums. Unfortunately, our country's current education system does not give any emphasis on development of skills. As a result, most of the educated/uneducated unemployed youths are found wanting in this area, which is becoming their Achilles heel.

As India is on the path of economic development and the share of service sector's contribution to the GDP of the country is increasing (54% of GDP) it is becoming imperative that Government of India along with other nodal agencies play an important role in providing employable skills, with special emphasis on Skills.

Hence, need of the hour is some policy change at Apex level which will address the needs of the changing economy and look at providing mandatory skills training to all educated unemployed youths, with a view to have them gainfully employed. This shift in policy will ultimately benefit all the stake holders, namely the individuals, industry, Government and the economy by way of providing employment, increasing the output/productivity and ultimately resulting in a higher GDP for the nation.

2. Frame work for skill development based on 'Modular Employable Skills (MES)

Very few opportunities for skill development are available for the above referred groups (educated unemployed youth). Most of the existing skill development programmes are long term in nature. Poor and less educated persons cannot afford long term training programmes due to higher entry qualifications, opportunity cost, etc. Therefore, a new framework for skill development has been evolved by the DGET to address the employability issues.

The **key features of new framework for skill development** are:

- Demand driven short term training courses based on modular employable skills decided in consultation with Industries.
- Flexible delivery mechanism (part time, weekends, full time)
- Different levels of programmes (foundation level as well as skill up gradation) to meet demands of various target groups
- Central Government will facilitate and promote training while vocational training providers (VTP) under the Govt. and Private Sector will provide training.
- Optimum utilization of existing infrastructure to make training cost effective.
- Testing of skills of trainees by independent assessing bodies who would not be involved in conduct of the training programme, to ensure that it is done impartially.
- Testing & certification of prior learning (skills of persons acquired informally)

The Short Term courses would be based on “Modular Employable Skills (MES)”.

The **concept for the MES** is:

- ✓ Identification of minimum skills set. Which is sufficient to get an employment in the Labour market.
- ✓ It allows skills up gradation, multi skilling, multi entry and exit, vertical mobility and lifelong learning opportunities in a flexible manner.
- ✓ It also allows recognition of prior learning (certification of skills acquired informally) effectively.
- ✓ The modules in a sector when grouped together could lead to a qualification equivalent to National Trade Certificate or higher.
- ✓ Courses could be available in different vocations depending upon the need of the employer organizations.
- ✓ MES would benefit different target groups like:
 - Workers seeking certification of their skills acquired informally
 - Workers seeking skill up gradation
 - Early school drop-outs and unemployed
 - Previously child Labour and their family

3. INTRODUCTION

Economic growth in India is increasingly supported by robust industrial growth. **Allied Healthcare Sector** is one of the relatively lesser known but significant sectors that support almost all industrial/ commercial activities. However, notwithstanding its importance and size (INR 4 trillion), it has traditionally not been accorded the attention it deserves as a separate sector in itself. The level of inefficiency in **Allied Healthcare** activities in the country has been very high across all modes.

The required pace of efficiency and quality improvement will demand rapid development of capabilities of service providers. And with these **Allied Healthcare** activities being a service oriented sector, skill development will emerge as a key capability.

This lack of focus on developing manpower and skills for the sector has resulted in a significant gap in the numbers and quality of manpower in the **Allied Healthcare Sector**. This gap, unless addressed urgently, is likely to be a key impediment in the growth of the sector in India and in consequence, could impact growth in industry and commercial/ manufacturing sectors as well. This underscores the need identifying areas where such manpower and skill gaps are critical, and developing focused action plans to improve the situation.

A look at the required initiatives for manpower development in the **Allied Healthcare Sector** makes it clear that sustainable development of the sector’s manpower requires a collaborative public private effort. The level of commitment demonstrated by each stakeholder would largely determine the direction that the sector heads towards.

4. Age of Participants

The minimum age limit for persons to take part in the scheme is 14 years.

5. Curriculum Development Process :

Following procedure is used for developing course curricula

- Identification of Employable Skills set in a sector based on division of work in the Labour market.
- Development of training modules corresponding to skills set identified so as to provide training for specific & fit for purpose
- Development of detailed curriculum and vetting by a trade committee and by the NCVT (Close involvement of Employers Organizations, State Governments and experts, vocational Training providers and other stakeholders are ensured at each stage).

6. Development of Core Competencies:

Possession of proper attitudes is one of the most important attributes of a competent person. Without proper attitudes, the performance of a person gets adversely affected. Hence, systematic efforts will be made to develop attitudes during the training programme.

The trainees deal with men, materials and machines. They handle sophisticated tools and instruments. Positive attitudes have to be developed in the trainees by properly guiding them and setting up examples of good attitudes by demonstrated behaviors and by the environment provided during training.

Some important core competencies to be developed are:

Core Competencies:

The core competencies developed by the candidates in Level - I are :

- (i) Safety Consciousness and safe working practices
- (ii) Learn continuously
- (iii) Ability to work in a team
- (iv) Proper Communication Skills
- (v) Ability to Analyze and take decisions from GAD
- (vi) Ability to identify the right materials for installation
- (vii) Care for tools and equipments
- (viii) First Aid proficiency
- (ix) Ability to co-ordinate work from other agencies to ensure smooth progress of work at site
- (x) Mechanical Proficiency
- (xi) Punctuality, discipline and honesty
- (xii) Respect for rules and regulations
- (xiii) Quality Consciousness
- (xiv) Positive Attitude and Behavior
- (xv) Responsibility & Accountability
- (xvi) Technical proficiency in installation of elevators
- (xvii) Enhancing the Ride Comfort
- (xviii) Troubleshooting Issues with ease

- (xix) Site Management
- (xx) Leadership
- (xxi) Motivating the work force and ensuring maximum productivity
- (xxii) Identifying and developing the skills of the work force under him.

7. Duration of the Programmes:

Time taken to gain the qualification will vary according to the pathway taken and will be kept very flexible for persons with different backgrounds and experience. Duration has been prescribed in hours in the curriculum of individual module, which are based on the content and requirements of a MES Module. However, some persons may take more time than the prescribed time. They should be provided reasonable time to complete the course.

8. Pathways to acquire Qualification:

Access to the qualification could be through:

An approved training Programme.

9. Methodology

The training methods to be used should be appropriate to the development of competencies. The focus of the programme is on “performing” and not on “Knowing”. Lecturing will be restricted to the minimum necessary and emphasis to be given for learning through practical on-site training for the installation of elevators & escalators.

The training methods will be individual centered to make each person a competent one. Opportunities for individual work will be provided. The learning process will be continuously monitored and feedback will be provided on individual basis. Demonstrations using different models, audio visual aids and equipment will be used intensively.

10. Instructional Media Packages

In order to maintain quality of training uniformly all over the country, instructional media packages (Imps) will be developed by the National Instructional Media Institute (NIMI), Chennai

11. Assessment:

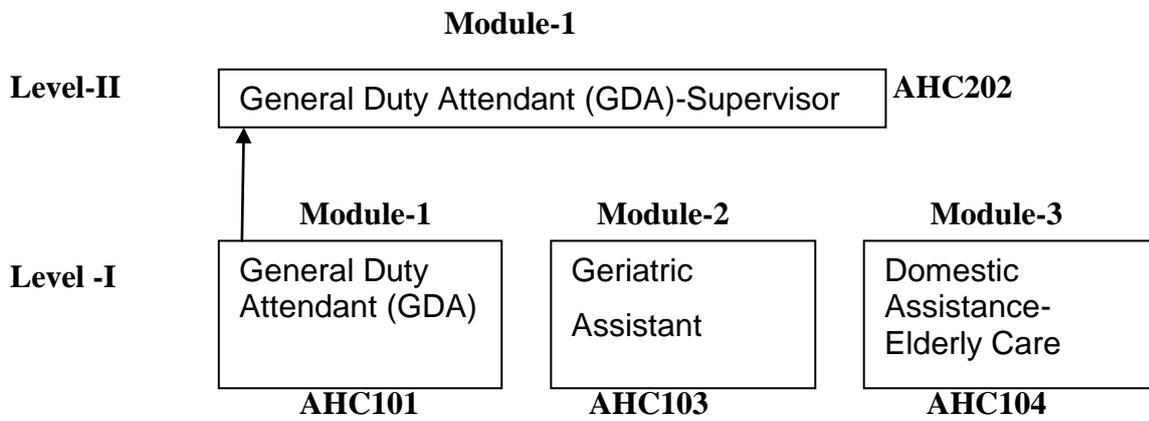
DGE&T will appoint assessing bodies to assess the competencies of the trained persons. The assessing body will be an independent agency, which will not be involved in conducting the training programme. This, in turn, will ensure quality of training and credibility of the scheme. Keeping in view, the target of providing training/testing of one million persons throughout the country and to avoid monopoly, more than one assessing bodies will be appointed for a sector or an area.

12. Certificate:

Successful persons will be awarded competency-based certificates issued by **National Council for Vocational Training (NCVT)**.

Course Matrix :

(i) Allied Healthcare :



Level-I

MODULE - I – General Duty Attendant (GDA)

Name	: General Duty Attendant (GDA)
Sector	: Allied Healthcare
Code	: AHC101
Entry Qualification	: Min. 8 th standard and 14 years of Age.
Terminal Competency	: After completion of training the trainee will be able to: <ul style="list-style-type: none">• Find employment and productively perform his duties as a GDA at a hospital, nursing home/health facility.• Demonstrate comprehensive knowledge and orientation regarding the Healthcare service delivery setup-Hospital, role holders and ecosystem.• Have appreciation for the duties of GDA.• Demonstrate the skills learnt by working in an organized healthcare setup with supporting skills of Basic English Speaking and IT usage.
Duration	: 240 hours

Course Content:

Practical competencies	Underpinning Knowledge (Theory)
<ul style="list-style-type: none">• Identify different departments in a hospital• Demonstrate steps to make a bed• Identify different types of wastes and dispose them as per the set guidelines• Demonstrate cleaning practices at work• Identify different types of cleaning agents and supplies and their use• Identify different modes of patient transfer• Follow steps for safe transfer of patients• Identify different types of beds• Identify various safety features of beds, Trolley, Wheelchair & Stretcher• Practice good personal hygiene & maintain good grooming standard• Assist the patients in maintaining personal hygiene• Demonstrate skills required for patient	<ul style="list-style-type: none">• Departments in a hospital• Occupied bed making• Unoccupied bed making• Importance of Carbonizing & General Cleanliness• Importance of hand hygiene• Techniques of shifting patients• Parts of bed• Parts of trolley, wheelchair & stretcher• Patient hygiene• Urology, urine measurement• Bed pan administration• OT Preparation of patient• Basics of patient care• Importance of Grooming & Physical fitness• Importance of universal Healthcare Precautions

<ul style="list-style-type: none"> care in a stimulated environment • Follow guidelines pertaining to reporting of various jobs undertaken • Assisting nursing staff in carrying out various procedures like transfer, OT preparation, carrying of samples to pathology lab etc. • Carry out basic tasks of laundry services-from room to laundry to store • Carry out basic tasks of room service from kitchen to room and vice versa • State common standards for occupational safety and health • Usage of data entry equipment • Use basic communication skills for courtesy & comprehension • On the job training for the above skills 	<ul style="list-style-type: none"> • Laundry service management • Room service management • Occupational safety and health standard • Basic data entry • Basic spoken English
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List of Tools and Equipment

Sl. No.	Name of Item	Qty.
1.	Dressing Trolley	1 no.
2.	Medicine Trolley	1 no.
3.	Emergency Trolley	1 no.
4.	Blades	10 nos.
5.	Chitles Forceps	2 nos.
6.	Artery Forceps	2 nos.
7.	Scissors	5 nos.
8.	Intracaths	2 nos.
9.	I.V.Sets	5 nos.
10.	Foley Catheters	2 nos.
11.	Urobags	2 nos.
12.	Bed Pans	5 nos.
13.	Suction Catheters	2 nos.
14.	Oxygen Masks	5 nos.
15.	Wound Drains	2 nos.
16.	Oxygen Cylinders & Keys	2 nos.

Level-II

MODULE - I – General Duty Attendant (GDA)- Supervisor

- Name : General Duty Attendant (GDA)- Supervisor
- Sector : Allied Healthcare
- Code : AHC 202
- Entry Qualification : Min. 8th standard and 14 years of age, having been Certified on AHC 101 course
- Terminal Competency : After completion of training the trainee will be able to:
- Productively perform his duties as a GDA Supervisor at any healthcare facility
 - Have comprehensive knowledge and orientation regarding the Healthcare service delivery setup at a Hospital, Nursing Home, different role holders and ecosystem
 - Have complete knowledge about the role of GDA
 - Be able to effectively lead a team of GDAs
 - Will be able to find employment as a GDA Supervisor at a Healthcare Facility.
- Duration : 240 hours

Course Content:

Practical competencies	Underpinning Knowledge (Theory)
<ul style="list-style-type: none"> • List the elements of functioning of a healthcare facility • Identify a typical layout of a Healthcare facility • List the types of patients coming to a healthcare facility and the relevant basic care required • Demonstrate steps of basic First aid • Demonstrate the steps of CPR • Identify the commonly used tools by doctors during OPD and OT procedures • State the use of the commonly used tools by doctors at OPD and OT • List the different types of diets prescribed for patients • Assess GDAs on their duties based on a typical SOP in a simulated environment • Provide feedback to existing GDAs and handhold new GDAS in simulated environment 	<ul style="list-style-type: none"> • Departments and Functioning of a hospital • Duty Scheduling Principles • Patient care basics • Procedure of receiving patients • Direct patients to doctor or for procedures • Basic first-aid • Steps of CPR • Different tools used by a doctor during procedures – OPD and OT • Different diet routines for different patients • Basic leadership techniques • Basic motivation techniques • GDA orientation programme • GDAs assessment norms on prescribed SOPs • Giving feedback • Patient interaction • Grooming & Physical fitness

<ul style="list-style-type: none"> • Demonstrate basic training drills for GDA refreshers • Identify and fill up different reporting formats • State common standards for Occupational Safety and Health • Demonstrate effective patient interaction in simulated environment • On the job training for the above skills 	<ul style="list-style-type: none"> • Universal healthcare precautions • Occupational Safety and Health Standard • Basic data entry • Basic spoken English
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List of Tools and Equipment

Sl. No.	Name of Item	Qty.
1.	Dressing Trolley	1 no.
2.	Medicine Trolley	1 no.
3.	Emergency Trolley	1 no.
4.	First-aid kit	10 nos.
5.	Chitles Forceps	2 nos.
6.	Artery Forceps	2 nos.
7.	Scissors	5 nos.
8.	Intracaths	2 nos.
9.	I.V.Sets	5 nos.
10.	Foley Catheters	2 nos.
11.	Urobags	2 nos.
12.	Bed Pans	5 nos.
13.	Suction Catheters	2 nos.
14.	Oxygen Masks	5 nos.
15.	Wound Drains	2 nos.
16.	Oxygen Cylinders & Keys	2 nos.

Level-I

MODULE - II – Geriatric Assistant

- Name : Geriatric Assistant
- Sector : Allied Healthcare
- Code : AHC103
- Entry Qualification : Min. 8th standard and 14 years of age
- Terminal Competency : After completion of training the trainee will be able to:
- Understand the task of a Geriatric Assistant
 - Carry out the basic responsibilities of serving the elderly with commitment, patience and dedication.
 - Work in an organized healthcare setup with supporting skills of Basic English Speaking and IT usage
 - Get employed in a Hospital, Nursing home or an old age home for taking care of elderly patients

Duration : 240 hours

Course Content:

Practical competencies	Underpinning Knowledge (Theory)
<ul style="list-style-type: none"> • List common old-age diseases • List the common prevention measures and precautions to be taken while dealing with these diseases • State the common principles of elderly care • List the basic SOPs of taking care of elderly in following situations: <ul style="list-style-type: none"> ○ Care for older people with impaired function of sensory organs ○ Care for older people with disabilities ○ Care for older people with acute and chronic diseases ○ Infection care of sick old people ○ Multimorbid care of the elderly ○ Care for older people with chronic pain ○ Care of older people in existential crisis situations ○ Care of demented elderly people through basic psychological techniques ○ Care for older people with addictions ○ Care of severely ill elderly 	<ul style="list-style-type: none"> • Disease prevention and rehabilitation • Common age-related diseases • Basic knowledge of requirements of : <ul style="list-style-type: none"> ○ Care for older people with impaired function of sensory organs ○ Care for older people with disabilities ○ Care for older people with acute and chronic diseases ○ Infection care of sick old people ○ Multimorbid care of the elderly ○ Care for older people with chronic pain ○ Care of older people in existential crisis situations ○ Care of demented elderly people ○ Care for older people with addictions ○ Care of severely ill elderly ○ Care of dying elderly • Basic nursing: <ul style="list-style-type: none"> ○ Aids and prostheses

<ul style="list-style-type: none"> ○ Care of dying elderly ● Demonstrate basic nursing skills for elderly patients ● Demonstrate basic first aid and CPR ● List methods and techniques of care for the elderly, keeping them engaged in basic activities ● Demonstrate how to treat and care for them through love and patience in a simulated environment taking care of: <ul style="list-style-type: none"> ○ Controlling anger, impatience. ○ Building a positive mental attitude towards the elderly. ● Demonstrate use of wheelchair, support provision to elderly in a simulated environment ● Demonstrate basic hygiene procedures in simulated environment ● List methods of keeping the environment healthy and clutter-free ● Demonstrate administration of prescribed medication for the elderly in a simulated environment. ● Demonstrate effective Communication with elderly in a simulated environment ● State common standards for Occupational Safety and Health ● On the job training for the above skills 	<ul style="list-style-type: none"> ○ Correct sitting, walking and sleeping positions to avoid complications ● Basic process of First aid and CPR ● Dosage measurement ● Techniques used for recreation for elderly ● Wheel chairs – parts and functioning ● Correct posture of walking, sleeping and use of toilet ● Basics of elderly patient hygiene and upkeep ● Importance of a healthy and clean environment ● Occupational Safety and Health Standard ● Basic data entry ● Basic spoken English
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List of Tools and Equipment

Sl. No.	Name of Item	Qty.
1.	Dressing Trolley	1 no.
2.	Medicine Trolley	1 no.
3.	Emergency Trolley	1 no.
4.	First-aid kit	10 nos.
5.	Chitles Forceps	2 nos.
6.	Artery Forceps	2 nos.
7.	Scissors	5 nos.
8.	Intracaths	2 nos.
9.	I.V.Sets	5 nos.
10.	Foley Catheters	2 nos.
11.	Urobags	2 nos.
12.	Bed Pans	5 nos.
13.	Suction Catheters	2 nos.
14.	Oxygen Masks	5 nos.
15.	Wound Drains	2 nos.
16.	Oxygen Cylinders & Keys	2 nos.

Level-I

MODULE - III – Domestic Assistant

- Name : Domestic Assistant-Elderly Care
- Sector : Allied Healthcare
- Code : AHC104
- Entry Qualification : Min. 8th standard and 14 years of age
- Terminal Competency : After completion of training the trainee will be able to:
- Provide a complete support system for elderly home Patients with respect to basic Healthcare, hygiene and soft skills perspective
 - Identify common illness related to elderly people –along with the basic symptoms and cures.
 - Support the curative process of the elderly home patient through administering Suggested diet & activity norms.
 - Support the elderly home patient using basic mobility tools and requisite aids for them
 - Administrative basic emergency care
 - Find employment at households for taking care of elderly people.
- Duration : 240 hours

Course Content:

Practical competencies	Underpinning Knowledge (Theory)
<ul style="list-style-type: none">• Identify the symptoms of common illness affecting the elderly• List common safety problems with administering medication to the aged• State commonly used medicines and ointments and their application• Identify different bandages and their methods of application• Demonstrate knowledge of weights, portions, using estimation/measurement• Demonstrate basic first aid and CPR procedure in a simulated environment• Understand the importance of routines and the need for sleep for the elderly• State methods / techniques to maintain independent toilet use wherever applicable, recognizing the privacy needs of the elderly	<ul style="list-style-type: none">• Emotional, nutritional and physical safety needs of elderly people• Disease prevention and rehabilitation• Common age-related diseases and support required therein• Basics of taking care of elderly• Maintain a safe and healthy environment for elderly at the household• Dietary and nutritional needs of elderly household members• Basic assistance:<ul style="list-style-type: none">○ Aids and prostheses○ Correct sitting, walking and sleeping positions to avoid complications• Dosage measurement• Basic First aid and CPR

<ul style="list-style-type: none"> • Demonstrate safe lifting and manual handling practices • Demonstrate feeding activity of elderly household members in a simulated environment • List the important aspects of giving bath and dressing elderly household members • Demonstrate Prevention at household, with respect to: <ul style="list-style-type: none"> ○ Safe household chemical combinations, safe pest control methods ○ Basic knowledge of electrical safety • Demonstrate food / dietary support to elderly, with respect to: <ul style="list-style-type: none"> ○ Maintaining nutritional value of food ○ Maintaining hygienic handling of food and equipment ○ Food safety – safe food handling and storage • Demonstrate response to emergency, with respect to: <ul style="list-style-type: none"> ○ Use of household fire-fighting equipment ○ Knowledge of remedial action in case of accident (e.g. cuts, burns, gas) ○ Contact with emergency services • Demonstrate effective interpersonal interactions with elderly in a simulated environment using appropriate communication and listening skills • State common standards for Occupational Safety and Health • On the job training for the above skills 	<ul style="list-style-type: none"> • Basic support while walking, sleeping and use of toilet • Basics of elderly patient hygiene and upkeep • Maintaining a healthy and clean environment • Knowledge of fire hazards, safety ambulance, local police and medical help lines. • All essential telephone nos. how to make a phone call, answer telephones calls • Use of chemicals at home • Basics of Healthy cooking for elderly: <ul style="list-style-type: none"> ○ Nutritional needs of elderly people ○ Culinary terms commonly used ○ Range of equipment used for the required methods of cookery ○ Effect of different cookery methods on the nutritional value of food ○ Hygienic handling of food and equipment food safety requirements ○ Food safety – safe food handling and storage • Strategies to maintain the self-esteem of the elderly • Cultural understanding related to the different types of communication styles to use with the elderly • Techniques of active listening and assertiveness • Occupational Safety and Health Standard • Basic data entry • Basic spoken English
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List of Tools and Equipment

Sl. No.	Name of Item	Qty.
1.	Dressing Trolley	1 no.
2.	Medicine Trolley	1 no.
3.	Emergency Trolley	1 no.
4.	First-aid kit	10 nos.
5.	Household utensils (basic)	As required
6.	Household chemicals (pesticides etc)	As required
7.	Scissors	5 nos.
8.	I.V.Sets	5 nos.
9.	Urobags	2 nos.
10.	Bed Pans	5 nos.
11.	Suction Catheters	2 nos.
12.	Oxygen Masks	5 nos.
13.	Wound Drains	2 nos.
14.	Oxygen Cylinders & Keys	2 nos.
15.	Duster - 50 cm x 50 cm.	20 nos.
16.	Hand mops - 50 cm x 50 cm	20 nos.
17.	Yellow polishing cloths	20 nos.
18.	Glass cloths	5 nos.