



# Facilitator Guide



Sector  
Healthcare

Sub-Sector  
Allied Health & Paramedics

Occupation  
Diet Assistant

Reference ID: HSS/Q 5201, Version 1.0  
NSQF Level: 4

# Diet Assistant





**Shri Narendra Modi**  
Prime Minister of India

“ Skilling is building a better India.  
If we have to move India towards  
development then Skill Development  
should be our mission. ”





## Acknowledgement

Healthcare Sector Skill Council (HSSC) acknowledges the contribution of all the individuals and organizations who have contributed to the preparation of this book.

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The preparation of this book would not have been possible without the strong support of Healthcare Industry and their valuable feedback.

HSSC dedicates this book to youth of the country who desire to learn specialized skills, an invaluable asset for making a career in the Healthcare Sector and wish to be part of the most Nobel profession of saving life.

*For Healthcare Sector Skill Council*

**Dr Shubnum Singh**

(Chairperson, HSSC Content Approval Committee)

*For Healthcare Sector Skill Council*

**Mr. Ashish Jain**

(Chief Executive Officer)

## About this Guide

This Facilitator Guide is designed to enable training for the specific Qualification Pack (QP). Each National Occupational (NOS) is covered across Unit/s.

Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS.

- Explain the role of a Diet Assistant and describe the roles of various healthcare providers..
- Describe the ability to perform clinical and technical skills essential in providing education to the diabetic or pre diabetic patients.
- Demonstrate professional behaviour, personal qualities and characteristics of a Diet Assistant.
- Demonstrate communication process of a Diet Assistant, which also reflects professional appearance and a positive attitude.
- Practice infection control measures.
- Demonstrate safe and efficient interventions for patient safety.
- Demonstrate to assess, set and plan the goals for departing education to the diabetic patients.
- Apply documentation, reporting and follow up activities to the patients and the health team.
- Describe the role of basic Healthcare provider and verbalize the role of basic Healthcare providers.
- Verbalize the roles and responsibilities of the Diet Assistant.
- Demonstrate right methods of Bio Medical Waste Management.
- Demonstrate Basic Life Support, Cardio Pulmonary Resuscitation and other actions in event of medical and facility emergencies.
- Describe and understand the structure and functioning of the human Body.
- Understand and explain the mechanism of regulation of blood glucose in human body.
- Verbalize the role of Pancreas towards metabolism, absorption, storage and excretion of blood glucose in human body.
- Describe the term Diabetes and verbalize it's epidemiology in Indian scenario.
- Demonstrate steps to be initiated while providing First Aid

The symbols used in this book are described below:

## Symbols Used



Activity



Ask



Demonstrate



Do



Exercise



Elaborate



Facilitation Notes



Key Learning Outcomes



Tips



Role Play



Say



Team Activity



Resources



Objectives

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# 1. Introduction to the Program

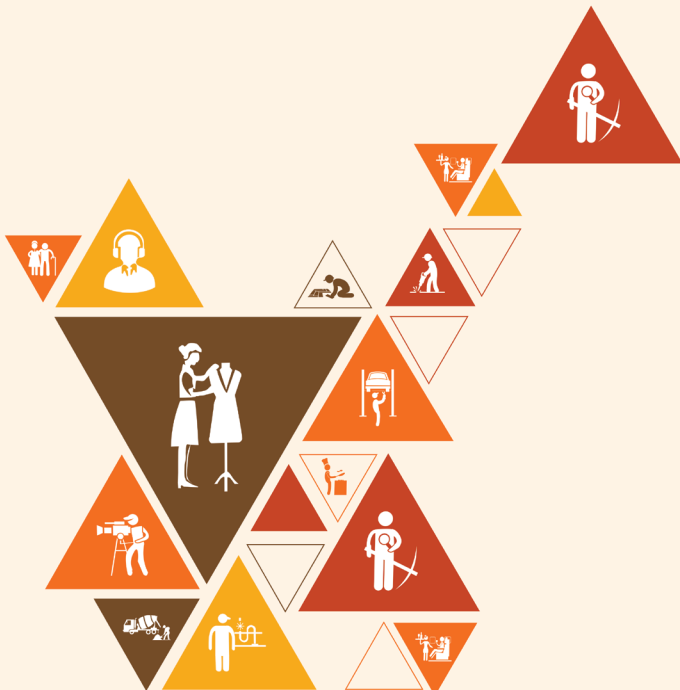
Unit 1.1 - Objectives of the Program

Unit 1.2 - Introduction to the Healthcare Industry

Unit 1.3 - Job role of a Diet Assistant

Unit 1.4 - Kitchen Equipment

Unit 1.5 - Sensitization towards Organization Policies & Procedures



HSS/N9603, HSS/  
N9607

## Key Learning Outcomes

**At the end of the module, you will be able to make the students:**

1. Recognize Healthcare Service Providers.
2. Understand the Services offered to patients in a hospital.
3. Understand various departments in the hospital.
4. Identify the different types of tools and equipment used in a hospital.



## UNIT 1.1: Objectives of the Program

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Overview of the program.
2. Identify the ground rules.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual

### Do

- Welcome the participants to the Program.
- Introduce yourself to the participants mentioning details about you like your name and work experience.
- Tell them before starting the session, about what all they are going to learn in this program.
- Establish ground rules of the training with the help of presentation slides.
- Tell them they will start the session with an ice breaking game.

### Say

- Thank the students for providing their introduction.
- Introduce yourself as the trainer to the participants by providing essential details about yourself.
- Talk briefly about the objectives of the program.
- Add more ground rules to complete, if not identified by the group.

## Elaborate

- Give a brief overview of the training program, its rules and prospects to the participants.
- List all the skills that will be developed by the participants by the end of the program with a complete set of ground rules which are needed to be followed at any cost.

## Tips

- Healthcare sector is a responsible for the majority of healthcare in India,
- Healthcare comprises hospitals, medical devices, clinical trials, outsourcing, tele medicine, medical tourism, health insurance and medical equipments.
- A health professional may operate within all branches of health care, including medicine, surgery, dentistry, midwifery, pharmacy, psychology, nursing or allied health professions

## Notes for Facilitation

- You could ask the students who get out during the game to be the music keepers. They can start and stop the music as the game progresses.
- Encourage shy students to provide information about themselves by prompting them with questions such as 'what do you enjoy doing the most', 'what is your favorite movie or book' etc.
- Advise the students as to how can they enhance their skills and stand out off the crowd in the competitive world.

## UNIT 1.2: Introduction to the Healthcare Industry

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Overview of healthcare industry.
2. Describe the job ladder in healthcare industry.

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart
- Participant Manual
- Copies of Handouts

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will get a brief introduction about the Healthcare Industry in this unit

### Say

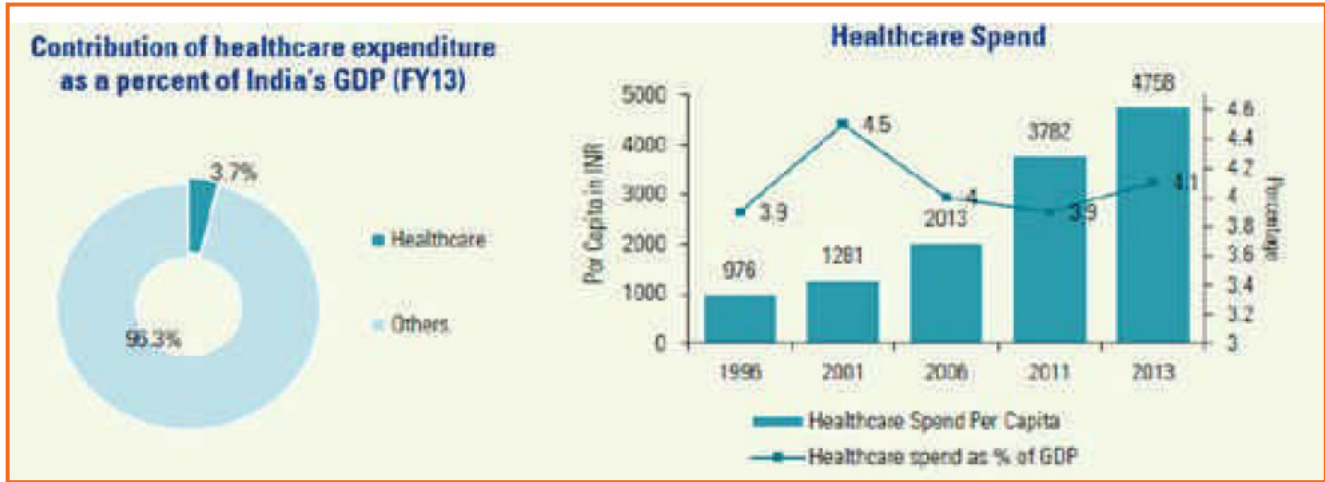
- Give an overview of the Health Industry globally and in India to the participants.

### Elaborate

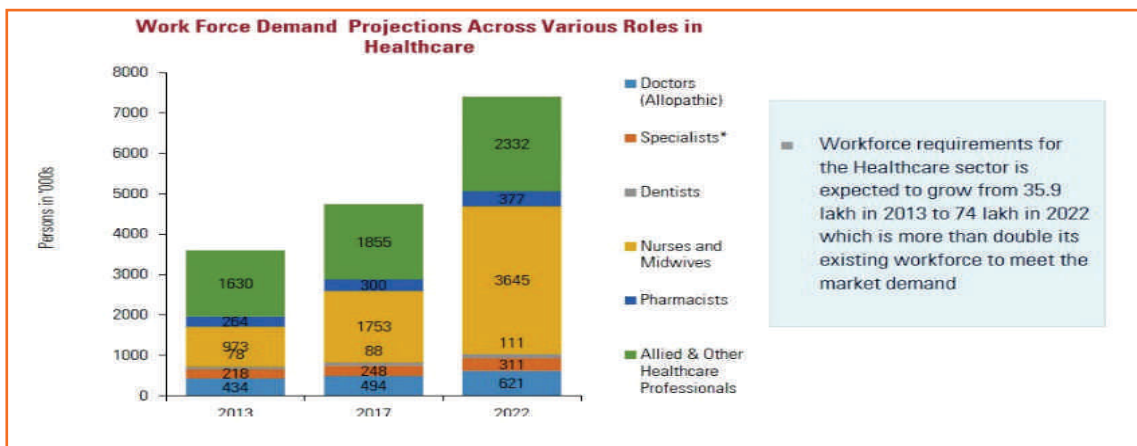
- Talk about the Healthcare Industry in detail while shedding light on various aspects related to it like what it is made of, or the market size, or the future of the Healthcare Industry with the students.

## Demonstrate

- Show them a chart depicting the Contribution of the Healthcare Expenditure as a percent of India's GDP so they can get a better sense of the Industry in respect to the current economy.



- Show them a bar graph depicting the Workforce demands in the Healthcare sector to make them see the importance of the Industry in our daily lives.



## Activity (Exercise/Group work)

- You could the students to give a number to each of them by counting from 1 and moving to the next one.
- All the students with odd numbers can sit together to form Group "A" and the students with even number would be in Group "B".
- Group A will discuss about the healthcare system and market size.
- Group "B" would also do the same and would also add new points (if any).
- This exercise would provide a framework for the next unit.

## Tips

- In India Health is the responsibility of the central, state and local government
- Components of healthcare delivery system are:
  - » Public Health Sector
  - » Private Sector
  - » Indigenous systems of medicine
  - » Voluntary Health Agencies
  - » National Health Programmes

## Notes for Facilitation

- Summarize the main points.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to questions.
- Answer their queries satisfactorily.

## 1.3: Job Role of a Diet Assistant

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Define the roles and responsibilities of Diet Assistant.
2. Express the code of conduct for the job.
3. Express about personal grooming and health and hygiene practices.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Charts

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about the job roles of a diet assistant in a healthcare setting.

### Say

- Give a brief introduction on the job description of a diet assistant outlining their personal attributes to the participants.
- Provide the participants with a list of roles and responsibilities of a proper diet assistant.
- Talk about the skills which are essential to become a diet assistant.
- Explain to the participants how a diet assistant should act within the limits of their competence and authority.
- Explain what code of conduct is and list the essential guidelines that a diet assistant needs to follow to maintain a proper code of conduct.
- Describe code of ethics and list the code of ethics essential for a diet assistant.



## Activity

- Ask students to divide in different groups.
- Subdivide the activity amongst the class and randomly choose and distribute these amongst participants.
  - » Roles and responsibilities of a diet assistant
  - » Skills required for a diet assistant
  - » Code of conduct for a diet assistant
  - » Code of ethics for a diet assistant
- Ask them to present the given topics one by one.

## Notes for Facilitation

- You could reemphasize the points discussed in this unit.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to questions.
- Answer their queries satisfactorily.

## Unit 1.4: Kitchen Equipment

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Identify and utilize the different types of kitchen equipment.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participant Manual
- Copies of Handouts
- Microwave -Oven
- Cooking range
- Dish washer
- Food processor
- Pressure cooker
- Toaster
- Balancer
- Trolley
- Container
- Food serving equipments etc.

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary
- Tell them that they will learn about Kitchen Equipment required for the job of a diet assistant.

### Say

- Tell the participants about the basics of kitchen equipment and their purpose.
- Talk about the major equipment used by a diet assistant on the basis of size and function with the participants.
- Give the participants a list of all the major appliances used by a diet assistant along with tips on its usage and maintenance.
- Discuss the small appliances used by a diet assistant with the participants and give them tips on using, cleaning, and keeping each appliance in a safe manner.

## Demonstrate

- Help the participants recognize the equipment used by a diet assistant by showing them images of different appliances used in the Healthcare Industry.



Refrigerator



Freezer



Microwaves



Cooking Range



Dishwasher



Food Processor



Pressure Cooker



Toaster



Measurement Utensils



Weighing Scale



Trolleys



Thermometer

## Activity

- Divide the class into 2 groups. Name the groups as team A and B.
- In front of each group, display the equipment used by a diet assistant and ask them to identify if it's a major appliance or a small appliance.
- Now give them a new set of equipment, and ask each team to identify the equipment and its usage.
- Each team will get 15 minutes to identify the equipments from another different set of equipments and then show the tips to clean and maintain these equipments.

## Notes for Facilitation

- You could reemphasize the points discussed in this unit.
- Tell participants to complete the questions at the end of the sub unit.
- participants if they have any doubts. Encourage them to questions.
- Answer their queries satisfactorily.

## Unit 1.5: Sensitization towards Organization Policies & Procedures

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Explain the sensitization towards policies and procedures
2. Describe the organizational procedures and policies.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board, marker, pens, duster
- PC with LCD Projector
- Participants Manual
- Chart and poster demonstration
- Sample hospital guidelines

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about sensitization towards organization policies & procedures in this unit.

### Say

- Talk about the sensitization towards policies and procedures for a diet assistant.
- Provide details on policies and what are the policies that should be followed by the diet assistant .
- Explain the basics of Organizational Procedures and provide a list of the policy documents that might assist in the quality of service.

**Ask** 

- Ask them to present a recap of the previous unit.
- Ask them to explain the policies and procedures a Diet Assistant should follow.

**Activity** 

- Tell the participants to start a debate among with a small group of team on the topics :
  - » Organization policies & procedures
  - » Advantages and its drawbacks
  - » Why need it?

**Notes for Facilitation** 

- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.





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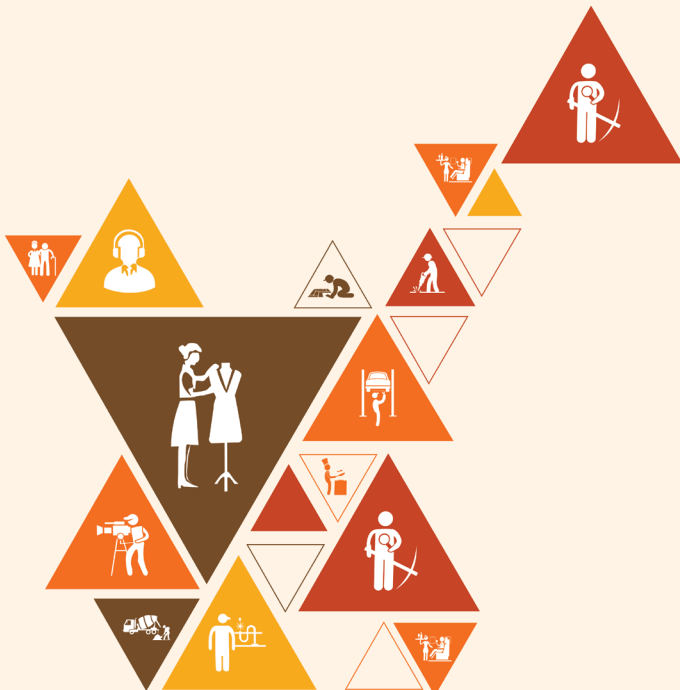
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## 2. Introduction to Human Body- Structure and Function

Unit 2.1 -Introduction to Human Body- Structure & Function



## Key Learning Outcomes

**At the end of the module, you will be able to make the students:**

1. Familiarize with different parts of the body.
2. Explain different systems of the body.
3. Describe the different positions of the body.

## Unit 2.1: Introduction to the Human Body-Structure & Function

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. State the functions of the human body in discharging your role as a Diet Assistant.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Mannequin
- Charts
- Demonstration kits of different body parts

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about basics of a Human Body– Structure and its functions in this unit.

### Say

- Give the participants a brief overview of the unit.
- Provide details on the functioning of human body areas such as:
  - » Head and Neck
  - » Thorax
  - » Abdomen
  - » Upper and Lower Limbs
  - » Back of human body

- Explain the different basic physiological systems in the human body including:
  - » Muscular and skeletal System
  - » Circulatory system
  - » Respiratory system
  - » Digestive system
  - » Urinary system
  - » Reproductive system
  - » Supporting Physiological Systems
  - » Nervous System
- Give the participants a list of the Vaccines essential for a Diet Assistant and their recommendations.

## Activity

- Conduct a skill practice activity.
- Divide the students into 4 groups.
- Assign two of the following physiological systems to each group (provide a big chart of the physiological system without details)
  - » Nervous System
  - » Muscular and Skeletal System
  - » Circulatory System
  - » Respiratory System
  - » Digestive System
  - » Urinary System
  - » Reproductive System
- Ask students to identify main organs and functions of the above mentioned physiological systems.
- Explain the purpose and duration of the activity.
- Ask one volunteer from each group to present the points for other participants learning.

## Notes for Facilitation

- While the participants are doing the activity, go around and make sure they are doing it properly.
- Provide help wherever the participants are unable to understand the question.
- Tell participants to complete the questions at the end of the sub unit.



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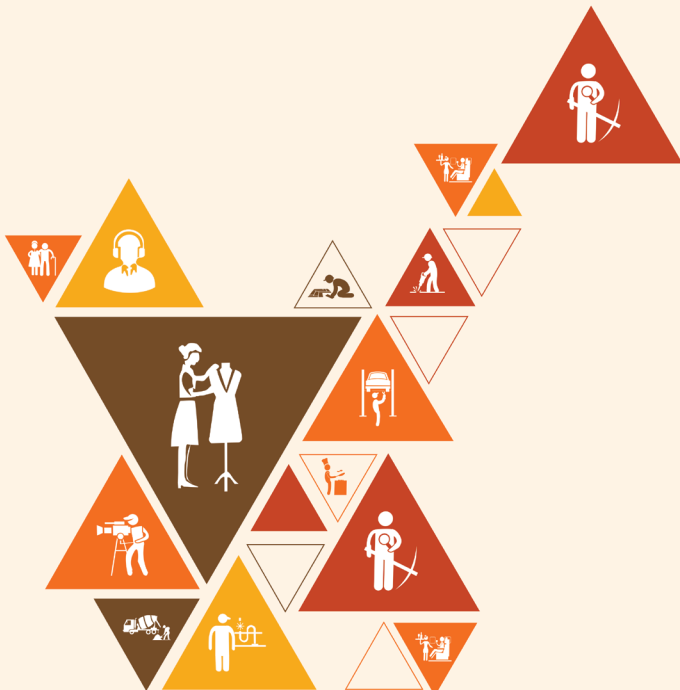
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# 3. Introduction to Food and Nutrition

Unit 3.1 - Introduction to Food and Nutrition



HSS/N5204, HSS/  
N5201, HSS/N5206

## Key Learning Outcomes

**At the end of the module, you will be able to make the students:**

1. Familiarize with food and nutrition
2. State the six nutrients and their importance for our body



## UNIT 3.1: Introduction to Food and Nutrition

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Familiarize with food and nutrition.
2. State the six nutrients and their importance for our body.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about the basics of food and nutrition in this unit.

### Say

- Explain the fundamentals of nutrition outlining the role of nutrition and instant results of good nutrition in a body.
- Tell them in detail about the six essential nutrients present in the food.
- Talk about the functions of the essential nutrients mentioned above.

### Ask

- Ask the participants to give an introduction on food and nutrition.
- Ask them to list the six essential nutrients present in the food and their functions.

## Activity

- Subdivide the activity amongst the class and randomly choose and distribute the six essential nutrients amongst the participants.
- Ask them to present the given nutrient and their functions.

## Notes for Facilitation

- You could reemphasize the points discussed in this unit.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to questions.
- Answer their queries satisfactorily.



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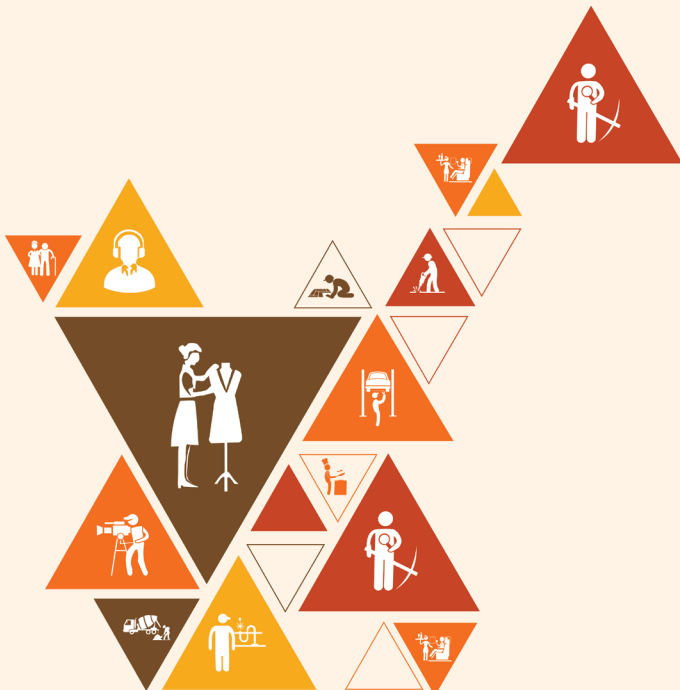
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# 4. Introduction to Dietetics Related Medical Terminology

Unit 4.1 - Introduction to Dietetics Related Medical Terminology



HSS/N5201, HSS/  
N5202, HSS/N5203,  
HSS/N5205, HSS/  
N5206

## Key Learning Outcomes

**At the end of the module, you will be able to make the students:**

1. Identify the medical terminology related to dietetics.

## UNIT 4.1: Introduction to Dietetics Related Medical Terminology

### Unit Objectives

At the end of the unit, you will be able to make the students:

1. Identify the medical terminology related to dietetics

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about the dietetics related medical terminology in this unit.

### Say

- Explain the basics of dietetics in detail to the participants.
- List the Nutrition Diagnostic Terminology to the participants while giving details on their descriptions.

### Ask

- Ask the participants to explain the concept of dietetics.
- Ask the participants to list the nutrition diagnostics terminology while outlining their description.

## Activity

- Tell the students to choose a dietetic terminology of their interest and prepare some notes next day to speak about the same in front of class.

## Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.



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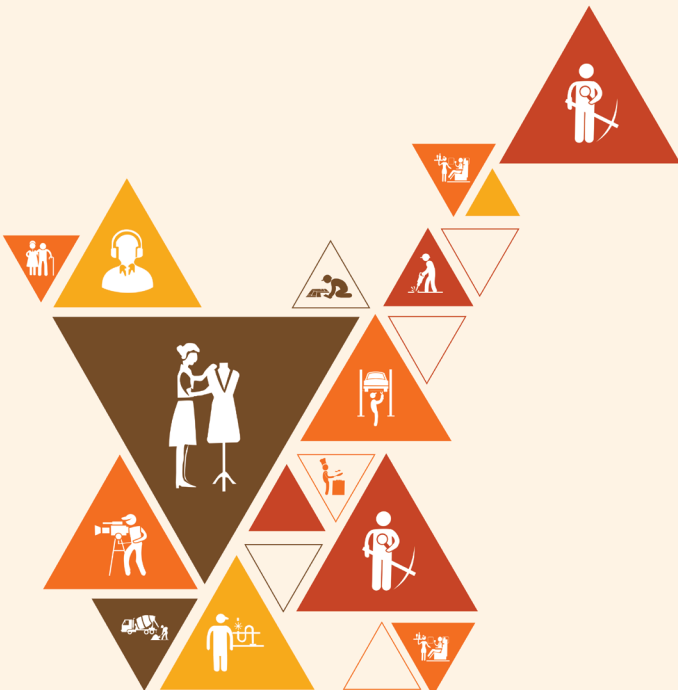
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# 5. Personnel Hygiene

Unit 5.1 – Personnel Hygiene



HSS/N9610

## Key Learning Outcomes

**At the end of the module, you will be able to make the students:**

1. Develop understanding of the concept of Healthy Living.
2. Understanding the procedures of Hand Hygiene.
3. Develop techniques of grooming.
4. Be equipped with Techniques of Use of PPE.
5. Be vaccinated against common infectious diseases.
6. Maintain peaceful environment
7. Learn General and specific etiquette's to be observed on duty.



## UNIT 5.1: Personnel Hygiene

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Develop techniques of Grooming.
2. Be equipped with Techniques of Use of PPE.
3. Be vaccinated against common infectious diseases.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Patient daily care articles
- PPE
- Vaccination
- Hand hygiene articles: soap, towel etc.

### Do

- Welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous units.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about personnel hygiene in this unit.

### Say

- Provide an introduction to the basics of personal hygiene for Diet Assistant working in a healthcare setting detailing the step by step procedure for washing hands with a hand rub and soap.
- Explain the purpose of a Hand Sanitizer and the steps of cleaning hands using a sanitizer.
- Explain the components of Hand Care and the precautions associated with it.
- Describe the Personal Protective Equipment and their purposes to the participants in detail.
- Explain the steps of putting on PPE and taking it off after use in detail.
- Provide an introduction for Vaccinations essential for Diet Assistants.
- Explain the Universal Immunization Program and the Immunization Schedule in detail to the participants.
- Elaborate on other types of Vaccinations present in the healthcare industry.

- Describe the term Non – Communicable Diseases and name the risk factors involved in them.
- Name the different types of Communicable Diseases.
- Tell them about Universal Immunization Programme:
  - » It is a vaccination program.
  - » It became a part of Child Survival and Safe Motherhood Programme.
  - » The program now consists of vaccination for 12 diseases- tuberculosis, diphtheria, pertussis (whooping cough), tetanus, poliomyelitis, measles, hepatitis B, diarrhoea, Japanese encephalitis, rubella, pneumonia (Haemophilus Influenza Type B) and Pneumococcal diseases (Pneumococcal Pneumonia and Meningitis), Hepatitis B and Pneumococcal diseases.
- Tell them about the self-vaccination process:
  - » Self-vaccination may expand vaccination coverage and reduce administration costs.
  - » Self-vaccination is very useful during emergency conditions.

## Ask



- Ask the participants to name a few risk factors associated with the Non – Communicable Diseases.
- Ask them to name a few Non-Communicable and Communicable Diseases.

## Activity



- Show the participants different personal protective equipment (mentioned below) and ask them to name the purpose of the displayed equipment.
  - » Shoe cover
  - » Head cover
  - » Gloves
  - » Hand Sanitizer
  - » Hand Wash

## Tips



- Hands should be washed immediately after taking off your gloves.
- Never walk around the hall with gloves that have touched a patient or a body fluid.
- Dispose off PPE immediately after first use.
- Do not touch the face or adjust the equipment with contaminated gloves.
- Do not touch the environmental surfaces except when necessary during the patient care.

## Notes for Facilitation


- While the participants are doing the activity, go around and make sure they are doing it properly.
- Provide help wherever they are unable to understand the question
- Tell participants to complete the questions at the end of the sub unit.

## Demonstrate

- Demonstrate the various steps involved in the process of hand washing with help of following images:

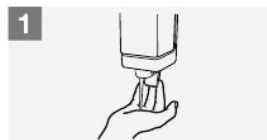
# How to Handwash?

WASH HANDS WHEN VISIBLY SOILED! OTHERWISE, USE HANDRUB

 Duration of the entire procedure: 40-60 seconds



0 Wet hands with water;



1 Apply enough soap to cover all hand surfaces;



2 Rub hands palm to palm;



3 Right palm over left dorsum with interlaced fingers and vice versa;



4 Palm to palm with fingers interlaced;



5 Backs of fingers to opposing palms with fingers interlocked;



6 Rotational rubbing of left thumb clasped in right palm and vice versa;



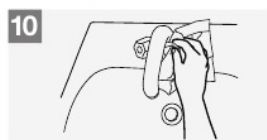
7 Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa;



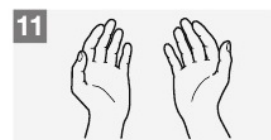
8 Rinse hands with water;



9 Dry hands thoroughly with a single use towel;



10 Use towel to turn off faucet;



11 Your hands are now safe.

- Demonstrate with the following pictures the step by step procedure to put on PPE:

**Step: 1** Identify all the necessary PPE as per the requirement



**Step: 2** Put on a gown



**Step: 3** Wear face shield



**Step: 4** Wear eye protection and medical mask



**Step: 5** Put on gloves



- Demonstrate with the help of following pictures the step by step procedure to take off PPE:

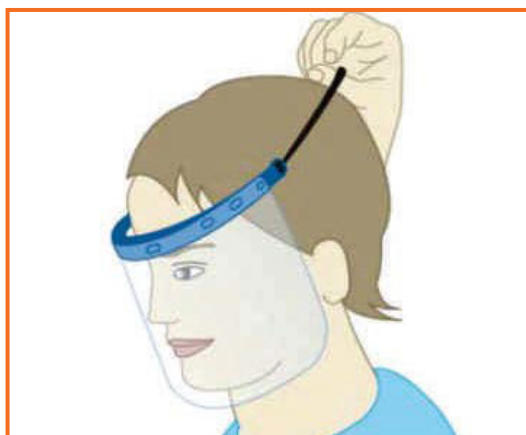
**Step: 1** Prevent any contamination of self and others. Take off the most contaminated items first.



**Step: 2** Perform hand hygiene. Remove gown and gloves by rolling them inside out. Safely dispose the gloves and gown.



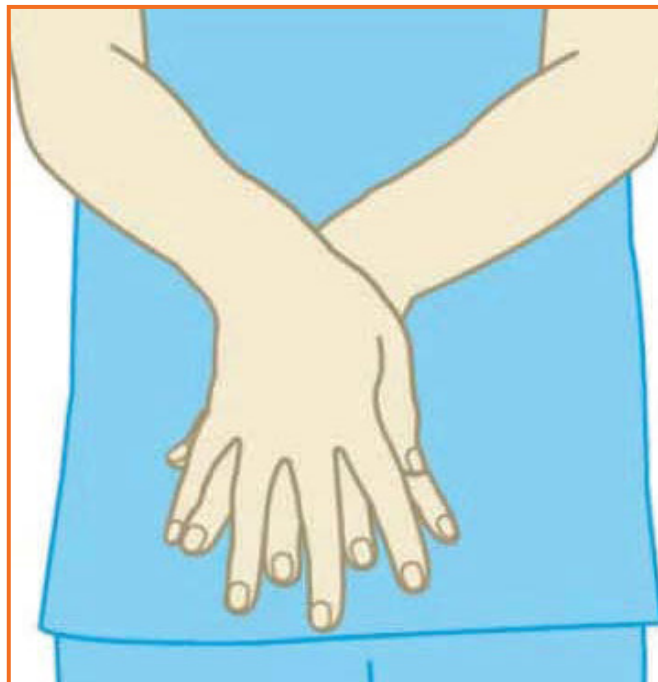
**Step: 3** If wearing face shield- remove face shield from behind. Dispose face shield safely.



**Step: 4** If wearing eye protection and mask, take off goggles from behind, place them in a separate storage place for reprocessing. Take off mask from behind and dispose of safely.



**Step: 5** Perform hand hygiene





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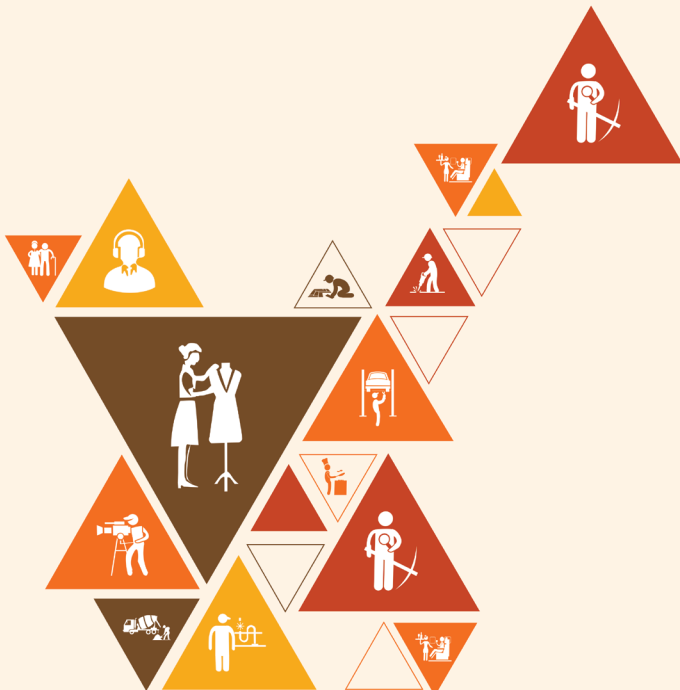


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# 6. Role of a Diet Assistant in Sanitation, Safety and First-Aid

Unit 6.1 - Safe working environment

Unit 6.2 - First-Aid



HSS/N9606, HSS/  
N5201, HSS/N5202,  
HSS/N5203

## Key Learning Outcomes

**At the end of the module, you will be able to make the students:**

1. Describe common emergency conditions and what to do in medical emergencies
2. Develop understanding and precautions to ensure self-safety
3. Provide care to the patients while moving
4. Demonstrate the use of protective devices (restraints, safety devices)
5. Practice safe methods while using medical gases in hospital (if any)
6. Describe basics of first aid.



## UNIT 6.1: Safe Working Environment

### Unit Objectives

At the end of the unit, you will be able to make the students:

1. Handle hazardous situations safely.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual

### Do

- Greet and welcome the participants to the next unit of the program.
- Tell them they are going to learn about promoting a safe working environment and how to reduce risks in the home care setting.
- Inform the participants that they will also learn safety measures regarding electricity, fire, and home in this unit.

### Say

- Provide an overview on the importance of patient safety and promoting a Safe Work Environment.
- Brief the participants on how to reduce risks in a hospital setting.
- Explain the various measures important in a healthcare setting to reduce risks:
  - » Electrical Safety Measures
  - » Fire Safety Measures
  - » Home Safety Measures

### Tips

- Understand the importance of safety measures.
- Understand how to promote a safe working environment.

## Team Activity

- Make groups of four each. Write on what safety measures you should take in the situations:
  - » Electrical Safety
  - » Fire Safety
  - » Environment safety
- You have ten minutes to prepare your thoughts.

## Notes for Facilitation

- You could reemphasize the points discussed in this unit and then ask participants to do the exercise
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.

## UNIT 6.2: First-Aid

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Apply first aid on an injured person.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- First aid kit

### Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about First Aid in this unit.

### Say

- Provide an overview on the First aid and its importance to the participants.
- Explain the First aid pyramid and the four A's of first aid.
- Talk about the different types of injuries in first aid and the different degrees of burns.
- Explain the purpose of splints and torso aids and steps of applying them in case of an injury.
- Talk about bleeding and its causes.
- Describe the various symptoms of bleeding the ways to treat them.
- Tell the participants what should be done if the bleeding does not stop and the steps to avoid while treating a bleeding patient.

## Role Play

- Divide the participants in groups of four.
- Ask two groups to demonstrate the symptoms of bleeding and play the part of a patient.
- Now ask the other two groups to demonstrate the ways their patients can be treated to stop their bleeding.
- Repeat the activity until each group has played the role of patients and diet assistants both.

## Notes for Facilitation

- Ask them to complete the exercise given at the end of the unit in the handbook.
- Ensure that every participant answer all the questions.

## Demonstrate

- Demonstrate the steps how to giving first aid in case of bone fracture injury.
  - » Immobilize the affected part
  - » Stabilize the affected part
  - » Use a cloth as a sling
  - » Use board as a sling
  - » Carefully Transfer the victim on a stretcher.
- Demonstrate the steps how to giving first aid in case of burn injury.
  - » In case of electrical burn, cut-off the power supply
  - » In case of fire, put out fire with blanket/coat
  - » Use water to douse the flames
  - » Remove any jewellery from the affected area
  - » Wash the burn with water
- Demonstrate the steps how to giving first aid in case of bleeding.
  - » Check victim's breathing
  - » Lift up the wound above heart level
  - » Give direct pressure to the wound with a clean cloth or hands
  - » Remove any visible objects from the wounds
  - » Apply bandage once the bleeding stops
- Demonstrate the steps how to giving first aid in case of Heatstroke or Sun Stoke.
  - » Move the victim to a cool, shady place
  - » Wet the victim's skin with a sponge

- » If possible apply ice packs to victim's neck, back and armpits
- » Remove any jewellery from the affected area
- » Wash the burn with water
- Demonstrate the steps how to giving first aid in case of person Unconsciousness.
  - » Loosen clothing around neck, waist and chest
  - » Check for breathing
  - » Place the victim's legs above the level of heart
  - » If victim is not breathing, perform CPR





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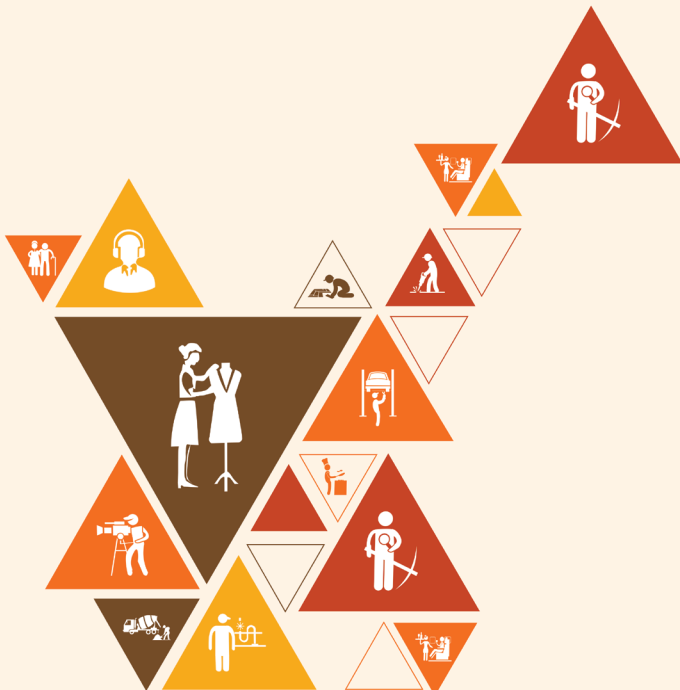
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# 7. Bio Medical Waste Management

Unit 7.1 - Bio Medical Waste Management



HSS/N9609

## Key Learning Outcomes

**At the end of the module, you will be able to make the students:**

1. Understand importance of proper and safe disposal of bio-medical waste & treatment.
2. Understand categories of bio-medical waste.
3. Learn about disposal of bio-medical waste-colour coding, types of containers, transportation of waste, etc.
4. Understand standards for bio-medical waste disposal.
5. Understand means of bio-medical and waste treatment.



## UNIT 7.1: Bio Medical Waste Management

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Segregation of Biomedical waste at source.
2. Describe colour coding and type of containers for disposal of Bio Medical Waste.
3. Label for transport of Bio Medical Waste containers/bags.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Different coded colour bins
- Different variety of bio medical waste management
- Visit to treatment plan of bio medical waste etc. (Field Activity)

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about bio medical waste management in a hospital in this unit.

### Say





- Define the term bio medical waste management and the types of wastes generated in a hospital with its respective category and the ways they should be treated and disposed.
- Explain the Color Coding process and the types of Container Schedule II.
- Talk about the step by step procedure of segregating bio medical waste.
- Explain the hazards of biomedical waste to the environment and how it can be prevented.

## Demonstrate

- Show the participants a chart including different types of Biohazard symbols and cytotoxic hazard symbols with their images and the container it should be disposed in.

SHARPS Red Sharps Container	BIOHAZARD Red Container or Red Liner in Container	TRACE CHEMO Yellow Container
<ul style="list-style-type: none"> <li>✓ Needles</li> <li>✓ Ampules</li> <li>✓ Broken Glass</li> <li>✓ Blades</li> <li>✓ Razors</li> <li>✓ Staples</li> <li>✓ Trocars</li> <li>✓ Guide Wires</li> <li>✓ Other Sharps</li> </ul>	<ul style="list-style-type: none"> <li>✓ Infectious Waste</li> <li>✓ Blood Products (albumin, etc)</li> <li>✓ Contaminated Personal Protective Equipment (PPE)</li> <li>✓ IV Tubing</li> <li>✓ Cultures, Stacks</li> </ul>	<ul style="list-style-type: none"> <li>✓ Empty vials, ampules</li> <li>✓ Empty Syringes, Needles</li> <li>✓ Empty IVs</li> <li>✓ Gowns</li> <li>✓ Gloves</li> <li>✓ Tubing</li> <li>✓ Aprons</li> <li>✓ Wipes</li> <li>✓ Packaging</li> </ul>
		

Biohazard Symbols

RCRA HAZARD Black Container	PHARMACEUTICAL Blue Container	RADIOACTIVE Shielded Containers with Radioactive Symbol 
<ul style="list-style-type: none"> <li>✓ Hazardous meds (RCRA)</li> <li>✓ Half/Partial doses (RCRA)</li> <li>✓ Hazardous bulk meds</li> <li>✓ P-listed drugs, packaging</li> <li>✓ Bulk chemo</li> <li>✓ Pathological Waste (Incineration Only)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pills</li> <li>✓ Injectables</li> <li>✓ Antibiotics</li> </ul>	<ul style="list-style-type: none"> <li>✓ Fluorine-18 (F-18). 110 minutes half-life.</li> <li>✓ Technetium-99 (T-99m). 6 hours half-life.</li> <li>✓ Iodine-131 (I-131). 8 days half-life.</li> <li>✓ Strontium-89 (Sr-89). 52 days half-life.</li> <li>✓ Iridium-192 (Ir-192). 74 days half-life.</li> <li>✓ Cobalt-60 (Co-60). 53 years half-life.</li> </ul>
		

Cytotoxic Hazard Symbols

- Display images of the different types of PPE equipment and Cleaning devices used in the process of segregating waste.



*Gloves*



*Safety Suit*



*Face Mask*



*Boots*



*Brooms*



*Mops*



*Vaccum Cleaner*



*Dustpans*

- Show the participants the devices used for storage and handling and the chart showing the steps in treating the waste in the waste segregation procedure.



*Trolleys*



*Wheelbarrows*

## Field Activity

- Ask students to visit the hospital premises and identify departments/areas where the basic rules of biomedical waste management are followed.
- Note it down and present the findings in the classroom one by one.

## Tips

- Types of Wastes Infectious waste
  - » Pathological waste
  - » Sharps
  - » Chemicals
  - » Pharmaceuticals
  - » Genotoxic waste
  - » Radioactive waste
  - » Non-hazardous waste
- Colour Coding and Container Types
  - » Yellow: Plastic bag
  - » Red: Disinfected container/ plastic bag
  - » Blue/ White Translucent: Plastic Bag/ puncture proof container
  - » Black: Plastic bag
- Steps of Biomedical Segregation
  - » Collection and Proper labelling of bins
  - » Storage
  - » Transportation
  - » Personnel safety and its devices
  - » Cleaning and its devices
  - » Storage and Handling
  - » Treatment





## Notes for Facilitation

- You could prepare a small objective type questionnaire for the participants to test their knowledge on this unit. It can have questions as mentioned in the Demonstrate tab above.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## Demonstrate

- Show the participants a chart including different types of Biohazard symbols and cytotoxic hazard symbols with their images and the container it should be disposed in.

<b>SHARPS</b> Red Sharps Container	<b>BIOHAZARD</b> Red Container or Red Liner in Container	<b>TRACE CHEMO</b> Yellow Container
<ul style="list-style-type: none"> <li>✓ Needles</li> <li>✓ Ampules</li> <li>✓ Broken Glass</li> <li>✓ Blades</li> <li>✓ Razors</li> <li>✓ Staples</li> <li>✓ Trocars</li> <li>✓ Guide Wires</li> <li>✓ Other Sharps</li> </ul> 	<ul style="list-style-type: none"> <li>✓ Infectious Waste</li> <li>✓ Blood Products (albumin, etc.)</li> <li>✓ Contaminated Personal Protective Equipment (PPE)</li> <li>✓ IV Tubing</li> <li>✓ Cultures, Stacks</li> </ul> 	<ul style="list-style-type: none"> <li>✓ Empty vials, ampules</li> <li>✓ Empty Syringes, Needles</li> <li>✓ Empty IVs</li> <li>✓ Gowns</li> <li>✓ Gloves</li> <li>✓ Tubing</li> <li>✓ Aprons</li> <li>✓ Wipes</li> <li>✓ Packaging</li> </ul> 

<b>RCRA HAZARD</b> Black Container	<b>PHARMACEUTICAL</b> Blue Container	<b>RADIOACTIVE</b> Shielded Containers with Radioactive Symbol 
<ul style="list-style-type: none"> <li>✓ Hazardous meds (RCRA)</li> <li>✓ Half/Partial doses (RCRA)</li> <li>✓ Hazardous bulk meds</li> <li>✓ P-listed drugs, packaging</li> <li>✓ Bulk chemo</li> <li>✓ Pathological Waste (Incineration Only)</li> </ul> 	<ul style="list-style-type: none"> <li>✓ Pills</li> <li>✓ Injectables</li> <li>✓ Antibiotics</li> </ul> 	<ul style="list-style-type: none"> <li>✓ Fluorine-18 (F-18). 110 minutes half-life</li> <li>✓ Technetium-99 (T-99m). 6 hours half-life</li> <li>✓ Iodine-131 (I-131). 8 days half-life.</li> <li>✓ Strontium-89 (Sr-89). 52 days half-life</li> <li>✓ Iridium-192 (Ir-192). 74 days half-life.</li> <li>✓ Cobalt-60 (Co-60). 53 years half-life.</li> </ul> 







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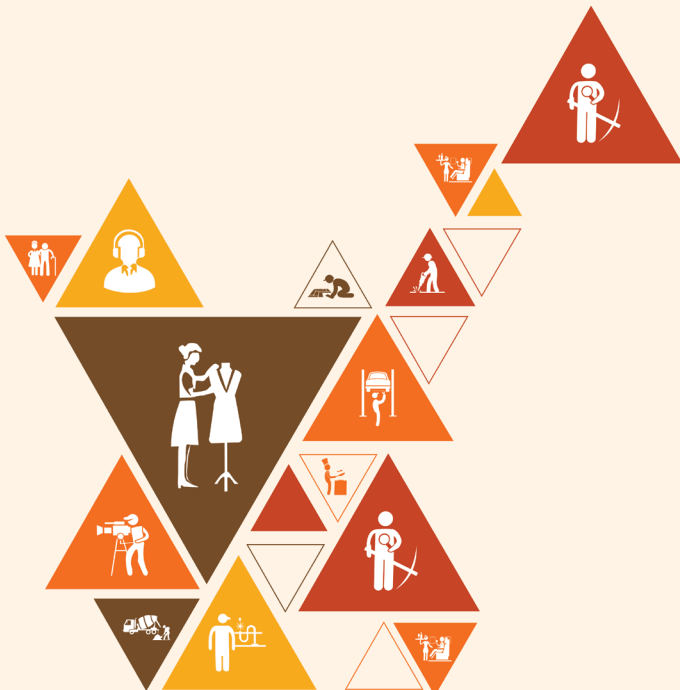
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# 8. Emergency Medical Responses

Unit 8.1 - Emergency Medical Responses



HSS/N9609

## Key Learning Outcomes

**At the end of the module, you will be able to make the students:**

1. Describe Chain of Survival.
2. Demonstrate Cardio Pulmonary Resuscitation.
3. Rescue of a child



## UNIT 8.1: Emergency Medical Response

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Describe Chain of Survival.
2. Demonstrate Cardio Pulmonary Resuscitation.
3. Chain of Survival.
4. Rescue of a child.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Basic Life Support Chart
- Crash cart trolley
- O2 cylinder etc.

### Do

- Greet and welcome the participants to the next session of the program.
- Tell them they are going to learn about emergency medical responses in this unit.

### Say

- Define basic life support and explain the full form of DRSABCD with each of its components in detail:
  - » Danger
  - » Response
  - » Send for Help
  - » Airway
  - » Breathing
  - » CPR

- Describe the techniques to clear up blockage from an airway and the ways to perform cardiopulmonary resuscitation on a patient:
  - » Compression's
  - » Ventilation's
  - » Pocket Mask
  - » Mouth to Mouth
- Explain the step by step ways of rescuing a child belonging to different age groups with different techniques.
- Talk about the step by step procedure of performing CPR on an adult with and without using an AED (Automated External Defibrillator).
- Describe the steps included in treating a choking patient.
- Tell the participants about Conversion Disorders and their symptoms.
- Talk about the measure taken in case of a convulsive seizure and how to call for help under various circumstances.
- Explain the steps of treating needle stick injuries and the emergency measure taken while treating them.
- Describe the process of Chain of Survival while treating a patient suffering from a SCA (Sudden Cardiac Arrest).

### Ask

- Ask the students about DRSABCD Action Plan.
- Ask them to give details of CPR.
- Ask them to list various basic life support techniques.
- Ask the participants about the “Dos” and “Don’ts” of CPR.

### Tips

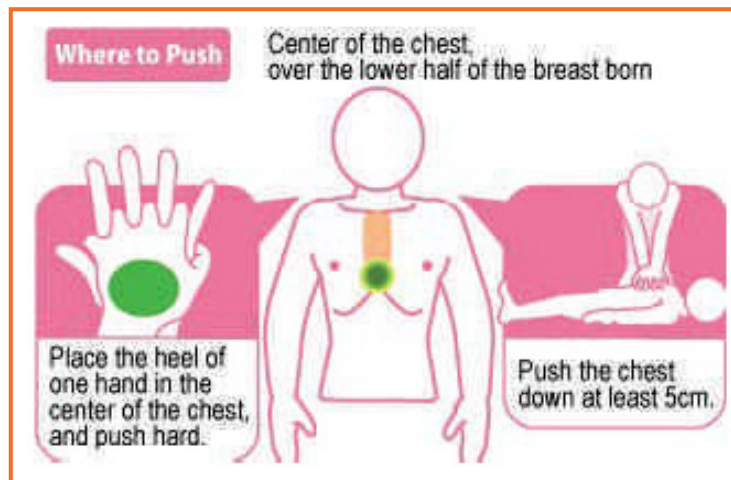
- Cardiopulmonary Resuscitation (CPR) is a technique that saves lives CPR includes chest compressions as well as mouth-to-mouth resuscitation
- While performing CPR:
  - » Ensure scene safety.
  - » Check for response.
  - » Shout for nearby help/activate the resuscitation team; can activate the resuscitation team at this time or after checking breathing and pulse.
  - » You must be extra careful when you perform CPR on babies and infants.
  - » Check for no breathing or only gasping and check pulse (ideally simultaneously).
  - » Immediately begin CPR, and use the AED/defibrillator when available. CPR consists of cycles of 30 chest compressions and two breaths.

- » If the baby is not breathing, perform gentle compressions using maximum three fingers.
- » Always wear gloves to avoid any direct contact with the patient's potentially infected body fluids.

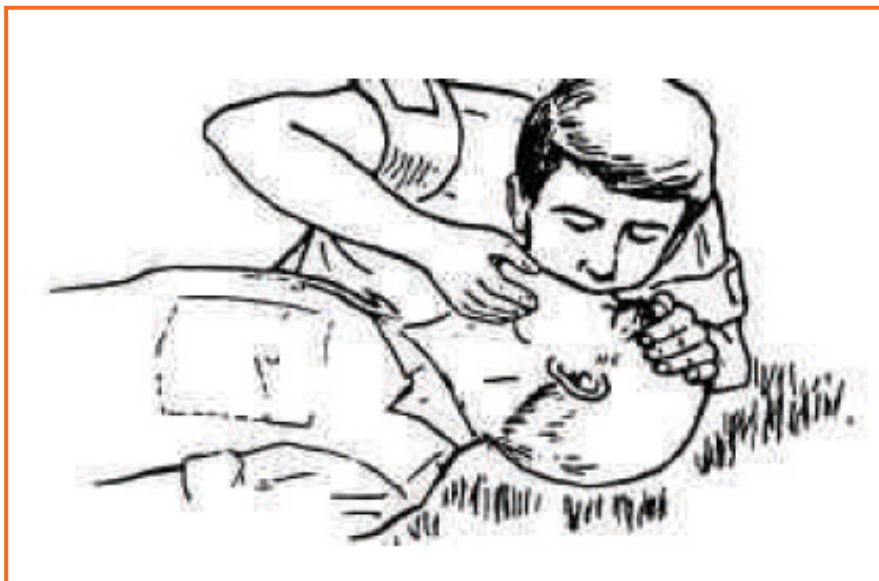
## Demonstrate

- Physically demonstrate the following with images and descriptions to the participants:

- » Compressions



- » Ventilations



*Mouth to Mouth*

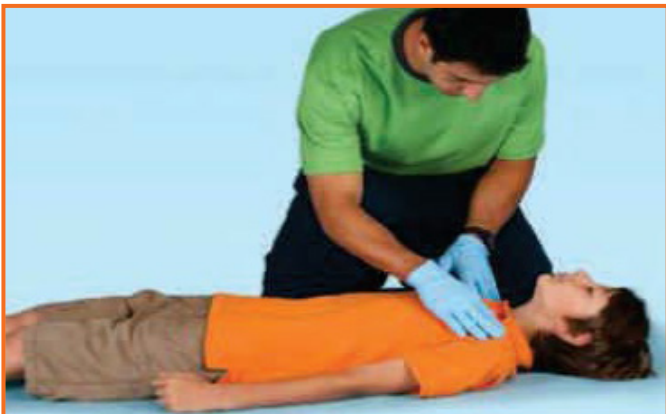
» Pocket Mask



*Pocket Mask*

» Steps of rescuing a child

- ◇ Checking an injured or ill child/infant



*Check for Responsiveness*



*Check for Breathing*

- ◇ In case of conscious choking-child cannot cough, speak or breathe



*Back blow*



*Chests thrust*

◇ AED-Child Younger than 8 years



*Back blow*

◇ Attach Pads



*(a) Front to back pad placement*

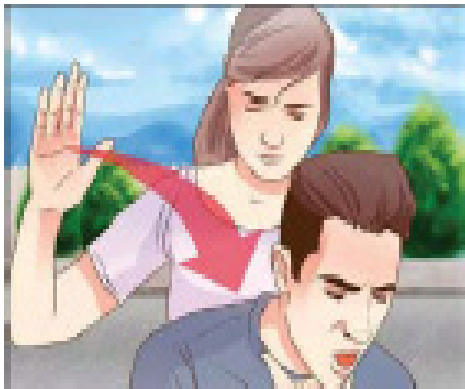


*(a) Front to back pad placement*

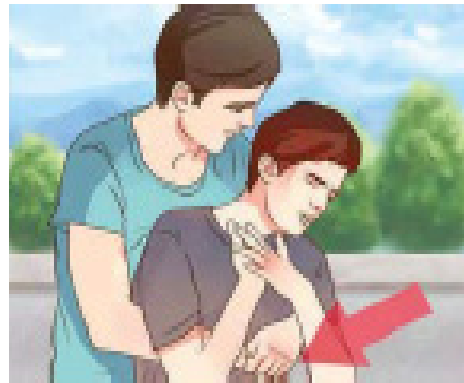


*Plug in connector*

◇ Techniques to treat a choking patient.



*Back Blow*



*Thrust*



*High Abdominal Thrusts*



*Obstruction Comes Out*

## Group Activity

- You could make 2 groups of the participants.
- Ask one group to practice on CPR and other group to practice for a child's rescue.

## Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.





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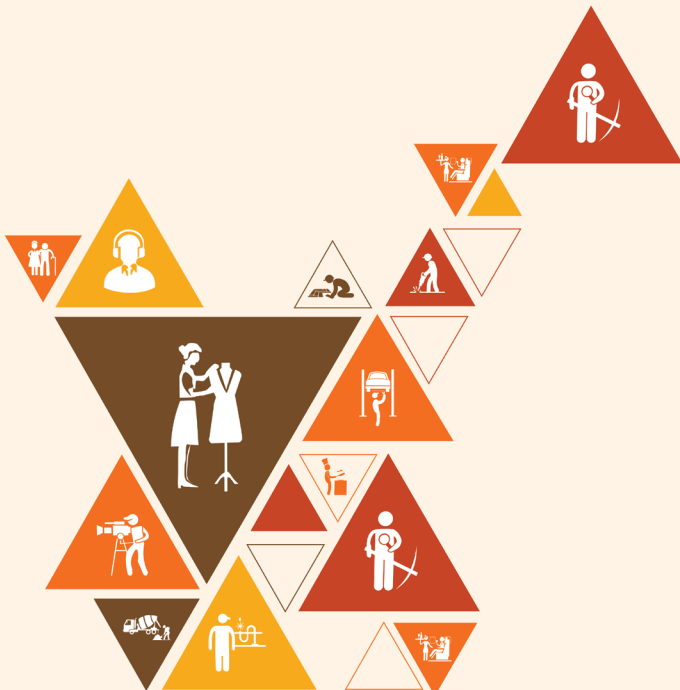
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# 9. Introduction to Therapeutic Diets and Its Importance

Unit 9.1- Introduction to Therapeutic Diets and Its Importance



HSS/N5204

## Key Learning Outcomes

**At the end of the module, you will be able to make the students:**

1. Familiarize with the therapeutic diets and its importance
2. State the different types of therapeutic diets
3. Explain the tube feeding



## UNIT 9.1: Introduction to Therapeutic Diets and Its Importance

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Familiarize with the therapeutic diets and its importance
2. State the different types of the therapeutic diets
3. Explain the tube feeding

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Diet Chart and Preparatory Diet Videos

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about the therapeutic diets and its importance in this unit.

### Say

- Explain the basics of the concept of a therapeutic diet and the principles of a therapeutic diet,
- Tell them about the different types of therapeutic diet and its purpose and uses.
- Talk about the foods allowed and foods to be avoided in the different types of therapeutic diets.
- Tell them in detail about tube feedings and the types of tube feedings in the healthcare industry.
- List the supplies used for tube feeding and lying position of patients included in the process.
- Describe the process of checking for gastric residual in both the cases of PPE and without PPE.
- Explain the step by step procedure for Continuous or Cyclic Tube Feeding and Bolus Tube Feeding.
- Talk about the steps of cleaning the Tube site and equipment and taking proper care of your mouth.
- Describe the topic of Clogged and Blocked Feeding Tubes and their causes with the ways to prevent it from happening.
- Tell the participants on what to do to treat a clogged or blocked tube.

## Activity

- Subdivide the activity among the class and randomly choose and distribute the following amongst the participants:
  - » Therapeutic diet
  - » Principles of Therapeutic Diet
  - » Tube Feeding
  - » Clean the Tubing Site
  - » Steps to prevent Blockage
- Ask them to present the given topics
- Demonstrate the participants how feeding process is accomplished on the patients in respective laboratory.

## Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.



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# 10. Food Contamination, Safety and Storage

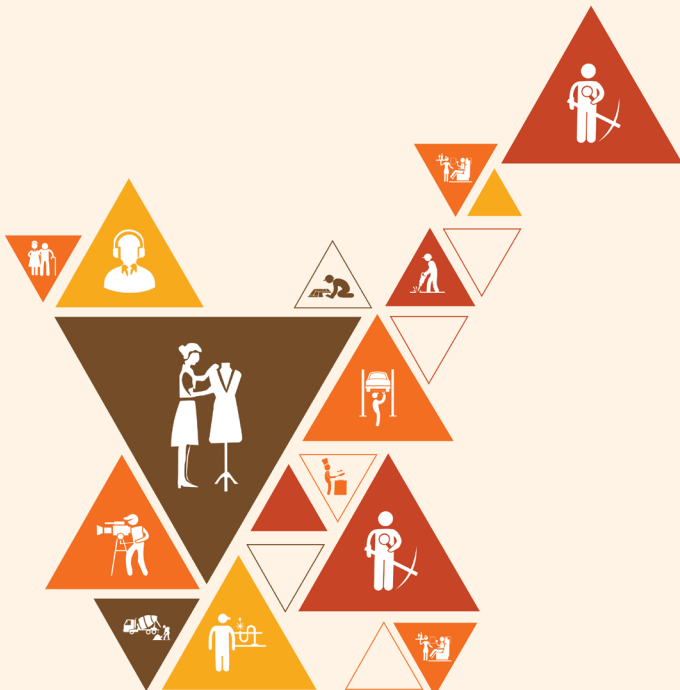
Unit 10.1 - Food Contamination and Prevention

Unit 10.2 - Food Safety and Hygiene

Unit 10.3 - Food Storage Practices

Unit 10.4 - Food Preparation and Dietary Education

Unit 10.5 - Ailments Associated with Intake of Contaminated Food



HSS/N5201, HSS/  
N5202, HSS/N5203,  
HSS/N5205, HSS/  
N5206

## Key Learning Outcomes

**At the end of the module, you will be able to make the students:**

1. Familiarize with Food Microbiology and food spoilage
2. Preserve food from spoilage
3. Describe the nature of food item in term of raw, semi cooked or cooked meal
4. Explain the importance of optimum temperature control for food safety and food hygiene
5. Describe broad understanding of food classification as per storage practices
6. Paraphrase types of storage practices
7. Explain correct food handling techniques and serving practices so as to maintain optimum temperature to prevent bacterial growth and nutritional loss
8. Prepare food for patients
9. Familiarize with the dietary education
10. Recognize the five food groups.

## UNIT 10.1: Food Contamination and Prevention

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Familiarise with Food Microbiology and food spoilage.
2. Preserve food from spoilage.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board, marker, pens, duster
- PC with LCD Projector
- Participants Manual
- Charts

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about food contamination and prevention in this unit.

### Say

- Explain the basics of food microbiology and bacteria to the students and the difference between good and bad microorganisms.
- List the factors affecting Microorganism Growth and the types of micro – organisms.
- Talk about the food contaminants and spoilage process.
- Tell the participants about the process of Food Preservation and its purpose while outlining the commonly used methods for food preservation.

## Activity

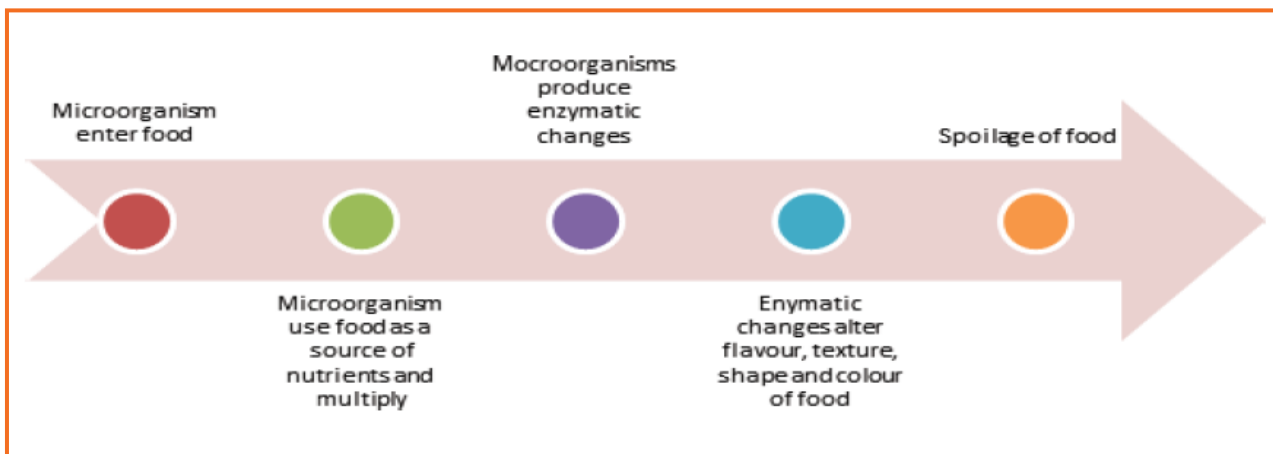
- Divide the class into five equal groups. Write the name of 4 types of micro - organisms on 4 pieces of papers. Now fold the papers.
- Now ask each group to pick one folded paper.
- Tell the participants they have to give presentation based on their respective topics.
- Tell them they would be given a time of 30 minute for preparation. The time for presentation for each group should not exceed 20 minutes per group. Once the presentations are complete appreciate the efforts made by the group and summarize the highlights of the activity.

## Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

## Demonstration

- Demonstrate with the help of following flow chart how the food is contaminated.



## UNIT 10.2: Food Safety and Hygiene

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Describe the nature of food item in term of raw, semi cooked or cooked meal
2. Explain the importance of optimum temperature control for food safety and food hygiene

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about food safety and hygiene in this unit.

### Say

- Explain the basics of temperature control to the participants.
- Talk about the equipment used for keeping the food hot and maintaining the proper cooking temperature.
- Tell them about the equipment used for keeping the food cold and the safe methods for sawing food.
- List the personal habits affecting the food safety to the participants.

### Activity

- Divide the class into five to six groups of four participants each.
- Put the format on the board for the activity.
- Give blank papers and pens to each group.
- The group is expected to think and discuss the habits affecting the food safety in the workplace.

- Ask the group to discuss and fill the format using the blank sheet.
- Give the groups 5 minutes for the activity.





## Notes for Facilitation

- Ask the participants what they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Answer their queries satisfactorily

## Demonstration

- Demonstrate with the help of following charts and images the food process and food pyramid.

# Cooking Temperatures

165°F (for 15 seconds)		<ul style="list-style-type: none"> <li>• Poultry (chicken and turkey)</li> <li>• Stuffed foods or stuffing</li> <li>• Casseroles</li> <li>• All raw animal products cooked in a microwave</li> <li>• All reheated potentially hazardous foods</li> </ul>
155°F (for 15 seconds)		<ul style="list-style-type: none"> <li>• Hamburger</li> <li>• Sausage</li> </ul>
145°F (for 15 seconds)		<ul style="list-style-type: none"> <li>• Eggs</li> <li>• Fish</li> <li>• Pork</li> </ul>
140°F		<ul style="list-style-type: none"> <li>• Vegetables that will be hot held</li> <li>• Packaged ready-to-eat foods (such as hot dogs and canned chili) that are heated for hot holding</li> </ul>

Note: Additional cooking times and temperatures are available. pork roasts have additional cooking requirements. Please see the Washington State Food Rule or contact your local health department for more information.



## UNIT 10.3: Food Storage Practices

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Describe broad understanding of food classification as per storage practices
2. Paraphrase types of storage practices.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board, marker, pens, duster
- PC with LCD Projector
- Participants Manual
- Charts

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about food storage practices in this unit.

### Say

- Explain the concept of food storage and the specific kinds of different types of foods.
- Talk about the Principles of Storing and Types of Storage in detail with the participants.
- Tell the participants about the steps for up – keeping the different kinds of storages in detail.
- Describe the concept of Hazard Analysis Critical Control Points and list the documents used in the HACCP system.

## Activity

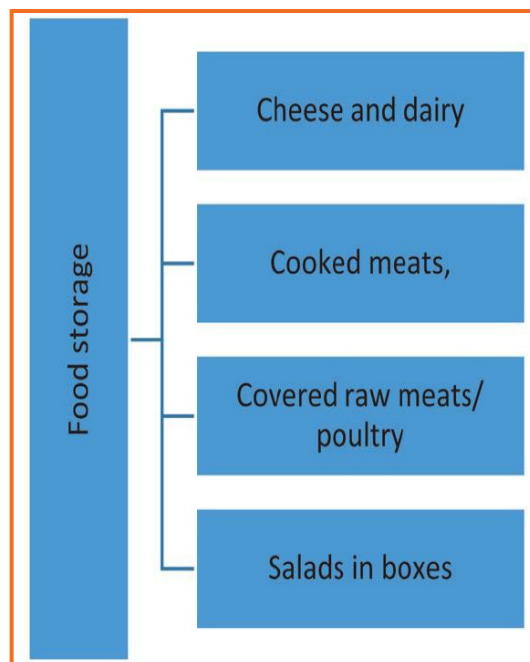
- Divide the class into four equal groups. Give each group the following topics:
  - » Food Storage
  - » Principles of Storing
  - » Types of Storage
  - » Up – Keeping of Storages
  - » Hazard Analysis Critical Control Points
- Tell them they would be given a time of 20 minutes for making a presentation on their designated topics. The time for completing the activity should not exceed 30 minutes per group. Once the activity is complete, appreciate the efforts made by the group and summarize the highlights of the activity.

## Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## Demonstration

- Demonstrate with the help of below image the food storage system.



## UNIT 10.4: Food Preparation and Dietary Education

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Prepare the food for patients
2. Familiarise with the dietary education
3. Recognise the five food groups

### Resources to be Used

- Black or white Board
- Chalk pieces or white board, marker, pens, duster
- PC with LCD Projector
- Participants Manual
- Charts

### Do

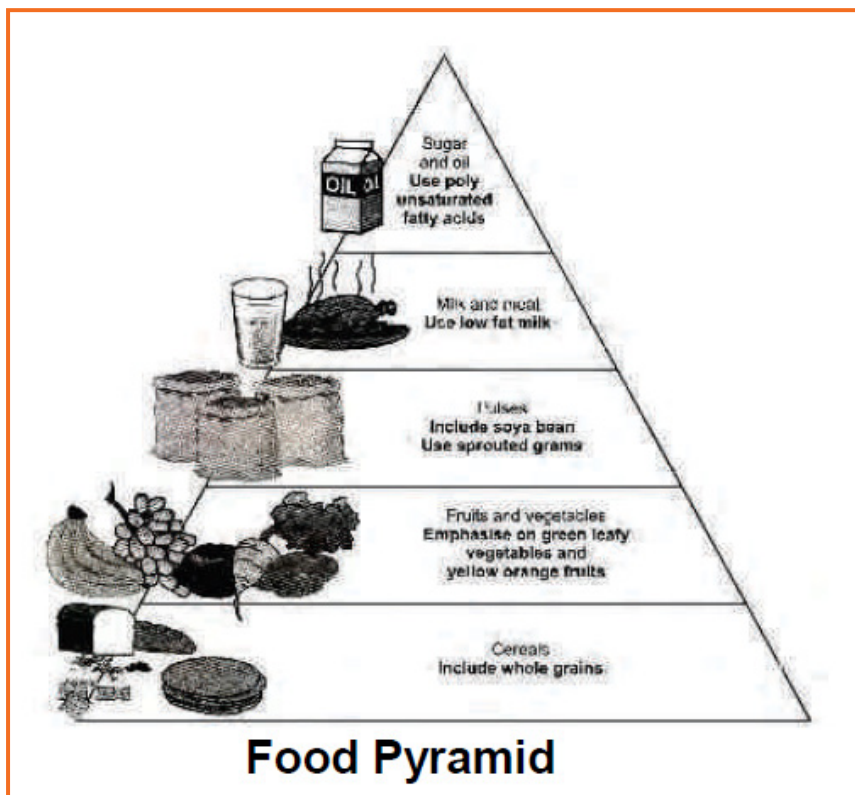
- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about food preparation and dietary education in this unit.

### Say

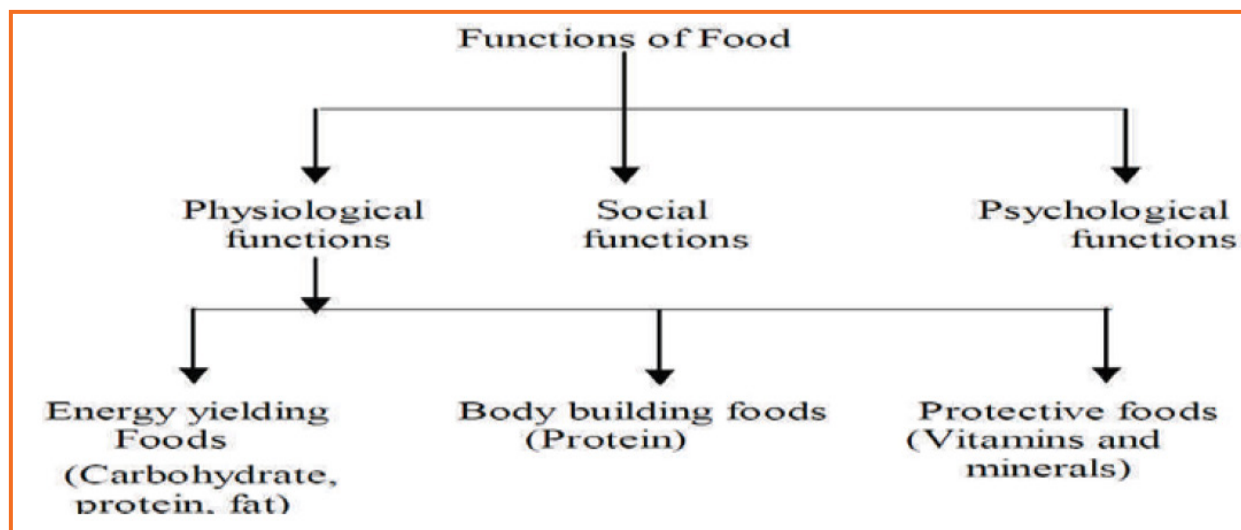
- Explain the basic functions of food while outlining the major components of food.
- Talk about the Physiological, Social, and Psychological functions of food in detail with the participants and list the food control activities.
- Tell the participants about the five food group systems outlining their significance.
- Explain the concept of Food Pyramid and Portion size of foods for adolescents in detail to the participants.
- Describe the process of Food Preparation and list the objectives of Cooking and the different Food Preparation techniques.
- Explain the concept of a Healthy Diet the guidelines that should be followed to reduce the risk of heart diseases with the things that should be avoided in the diet.

## Demonstrate

- Show the participants the image of the food pyramid and explain all of its components thoroughly.



- Show the participants a chart including the images of functions of food to get them better acquainted with the topic



## Activity

- Divide the class into five equal groups. Write the name of 5 food group systems on 5 pieces of paper. Now fold the papers.
- Now ask each group to pick one folded paper.
- Tell the participants they have to give presentation based on their respective topics.
- Tell them they would be given a time of 30 minute for preparation. The time for presentation for each group should not exceed 20 minutes per group. Once the presentations are complete appreciate the efforts made by the group and summarize the highlights of the activity.

## Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

## Demonstration

- Demonstrate with the help of following image the food process and food pyramid.



## UNIT 10.5: Ailments Associated with the Intake of Contaminated Food

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Explain the food borne illness
2. Identify the suspected food borne illness

### Resources to be Used

- Black or white Board
- Chalk pieces or white board, marker, pens, duster
- PC with LCD Projector
- Participants Manual
- Charts with summary of various food ailments.

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about Ailments associate with the Intake of Contaminated Food in this unit.

### Say

- Explain the concept of Food borne Illness and list the individuals who are more susceptible to acquire food borne illness.
- Tell them about how does bacteria gets into food.
- Describe the Danger Zone and the conditions required for storing foods properly and the guidelines to fight food borne illness.
- List all types of bacteria with their associated foods, respective symptoms and potential impact, and the ways to prevent the said bacteria.

## Activity

- Divide the class into four equal groups. Give each group two specific types of bacteria.
- Ask each group to present the assigned bacteria to them with their associated foods, their symptoms and potential impact, and the ways to prevent it.
- Tell them they would be given a time of 20 minute for completing the task.
- The time for completing the activity should not exceed 30 minutes per group. Once the activity is complete, appreciate the efforts made by the group and summarize the highlights of the activity.

## Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.







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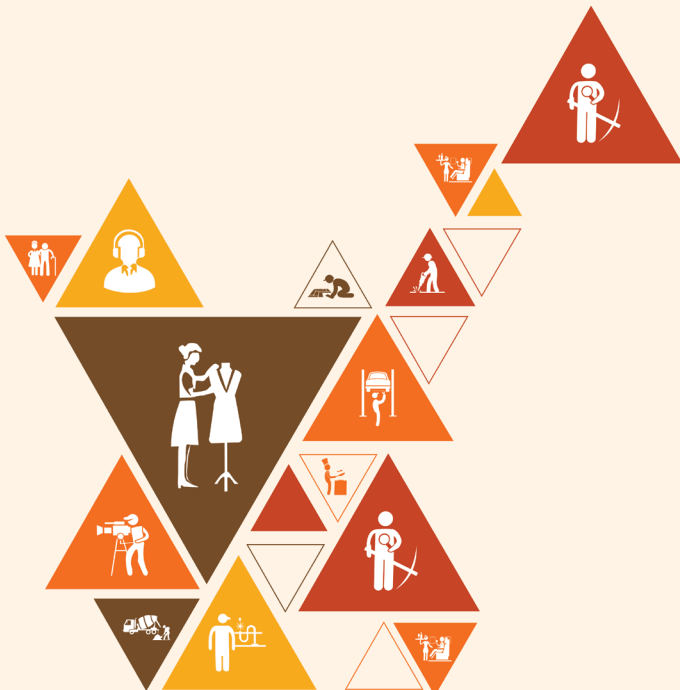
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# 11. Infection Control and Prevention

Unit 11.1 - Prevent and Control infection



HSS/N9610

## Key Learning Outcomes

**At the end of the module, you will be able to make the students:**

1. Identify the deviation from normal health.
2. Explain Hospital borne infections.
3. Explain practices to curb the disease.
4. Explain different types of Spillages and their management.

## UNIT 11.1: Prevent and Control Infection

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Control infections effectively.
2. Follow infection control policies and procedures.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board, marker, pens, duster
- PC with LCD Projector
- Participants Manual
- Copies of Handouts

### Do

- Greet and welcome the participants to the next unit of the program.
- Tell them they are going to learn how to prevent and control infection in this unit.

### Say

- Talk about the importance and need of infection control in a hospital setting outlining the Infection Control Tips.
- Provide details on how the infection spreads what measures should be taken to control it.
- Explain the cycle of infection and give examples how infection spreads in a hospital setting.
- Talk about standard and transmission precautions to be taken by healthcare workers handling any substance of the hospital which may have infection.
- Tell the participants about the basics of Food borne Infections and its causes.
- Provide a list of Self Protection Measures for a Diet Assistant and explain the concept of Food borne diseases.
- List the common causes of food borne diseases and the ways to treat them.
- Talk in thorough detail about the different types of specific bacteria with their symptoms and other essential information with the participants.

## Field Activity

- Divide the class into four equal groups. Now ask them to visit different departments of a hospital which are susceptible to suffer through different types of bacterial.
- Give each group two specific types of bacteria.
- Ask each group to present the assigned bacteria to them with their associated foods, their symptoms and potential impact, and the ways to prevent it.
- Tell them they would be given a time of 20 minute for completing the task.

## Tips

- Microorganisms are spread through:
  - » Contact transmission (direct or indirect)
  - » Droplet transmission
  - » Airborne transmission
  - » Vehicle transmission
  - » Vector-borne transmission
- Ways to control infection includes:
  - » Hand Hygiene
  - » Personal Protective Equipment (PPE)
  - » Chemical Disinfection and Sterilization

## Notes for Facilitation

- Ask participants if they have any doubts pertaining to previous units and clear their doubts.
- Ask them to complete the exercise given at the end of the unit in the handbook
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.



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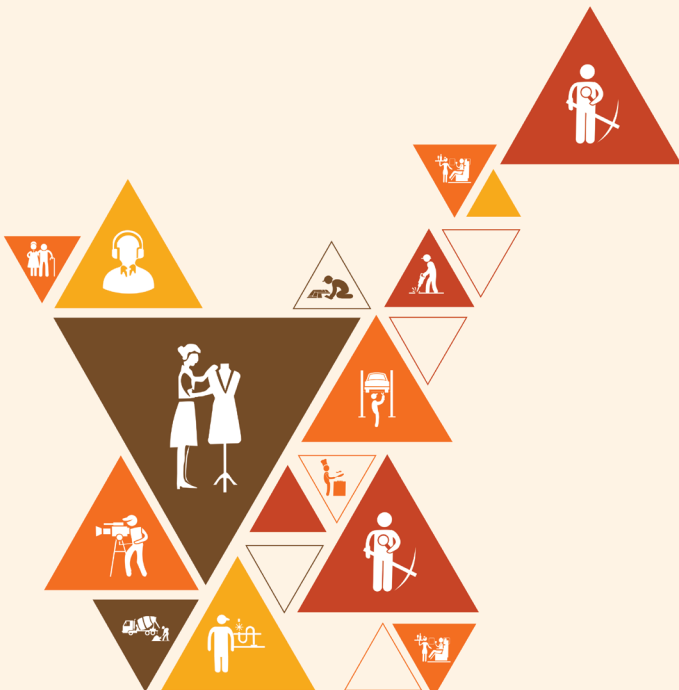
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# Unit 12. Consent, Documentation and Records

Unit 12.1 - Consent, documentation & records



HSS/N5201, HSS/  
N5202, HSS/N5203,  
HSS/N5204, HSS/  
N5205, HSS/N5206

## Key Learning Outcomes

**At the end of the module, you will be able to make the students:**

1. Understand guidelines for documentation.
2. Learn various types of records of importance for Patient Care Assistant.
3. Understand the use and importance of records and consent taking.
4. Understand abbreviations and symbols.
5. Enter, transcribe, record, store or maintain information in written or electronic/magnetic form.

## UNIT 12.1: Consent, Documentation & Records

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Explain importance of observing and reporting the conditions of the patient as well as taking consent while assisting the patient.
2. Explain the importance of verbal information to the doctor in charge.
3. Explain the importance and guidelines for documentation of different observations and informed consent of the patient.
4. Understand uses and importance of various records in healthcare set up & how to obtain information from them at the time of follow up or during research activities.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board, marker, pens, duster
- PC with LCD Projector
- Participants Manual
- Use of internet to adopt best practices across the world for professional etiquettes
- Sample forms and feedback forms

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about consent, reporting, and documentation in this unit.

### Activity

- Provide a sample of each of the consent types to the participants.
- them to read it and questions if they are unable to understand.
- Provide a medical equipment inventory form to all the participants and them what important pieces of information are missing in the form.

## Field Visit

- Take students to the Medical Record Department of the hospital to orient them on the process of reporting and documentation.

## Say

- Define consent and explain types of consents and the differences between them.
- Explain the conditions when consent is not necessary.
- Talk about the documentation process and the key attributes of a proper document.
- Explain the purpose of documentation and the types of documents present in the healthcare setting.

## Tips

- All the observations which are not considered normal are to be documented and reported to the nurse right away.
- Observations must be recorded in a timely manner.
- Do not use pencil or ink that can be erased.
- Keep all medical records in a safe and secure place.
- Medical records are confidential. Do not tell anyone unless they are taking care of the patient.
- Do not use any abbreviation unless they are accepted for use by hospital or nursing home.

## Ask

- Ask students what could be the consequences of incorrect reporting and documentation of medical data?
- Ask participants why the use of abbreviations at the documentation should be minimal?

## Team Activity

- You could divide the class into two groups. Assign one consent form to group 1 and other consent form to group 2. Each of the participants to identify the missing information in the consent form and how can those forms be improved to capture comprehensive information.



## Notes for Facilitation

- You could reemphasize the points discussed in this unit and then ask participants to do the exercise
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## Demonstration

- Demonstrate the participants about the design of PICF form and things need to keep in mind while filling it with help of below sample.

**PARTICIPANT INFORMED CONSENT FORM (PICF)**

Protocol / Study number : \_\_\_\_\_  
 Participant identification number for this trial: \_\_\_\_\_  
 Title of project: \_\_\_\_\_

Name of Principal Investigator: \_\_\_\_\_ Tel.No(s). \_\_\_\_\_  
 The contents of the information sheet dated \_\_\_\_\_ that was provided have been read carefully by me / explained in detail to me, in a language that I comprehend, and I have fully understood the contents. I confirm that I have had the opportunity to ask questions.

The nature and purpose of the study and its potential risks / benefits and expected duration of the study, and other relevant details of the study have been explained to me in detail. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, without my medical care or legal right being affected.

I understand that the information collected about me from my participation in this research and sections of any of my medical notes may be looked at by responsible individuals from AIIMS. I give permission for these individuals to have access to my records.

I agree to take part in the above study.

-----  
 (Signatures / Left Thumb Impression) Date:  
Place:

Name of the Participant: \_\_\_\_\_  
 Son / Daughter / Spouse of: \_\_\_\_\_  
 Complete postal address: \_\_\_\_\_

This is to certify that the above consent has been obtained in my presence.

-----  
 Signatures of the Principal Investigator Date:  
Place:

1) Witness – 1 2) Witness – 2

-----  
 Signatures Signatures

Name: Name:  
 Address: Address:

**NB Three copies should be made, for (1) patient, (2) researcher, (2) Institution**  
**(Investigators are advised to prepare the translation in simple understandable Hindi on their own.)**





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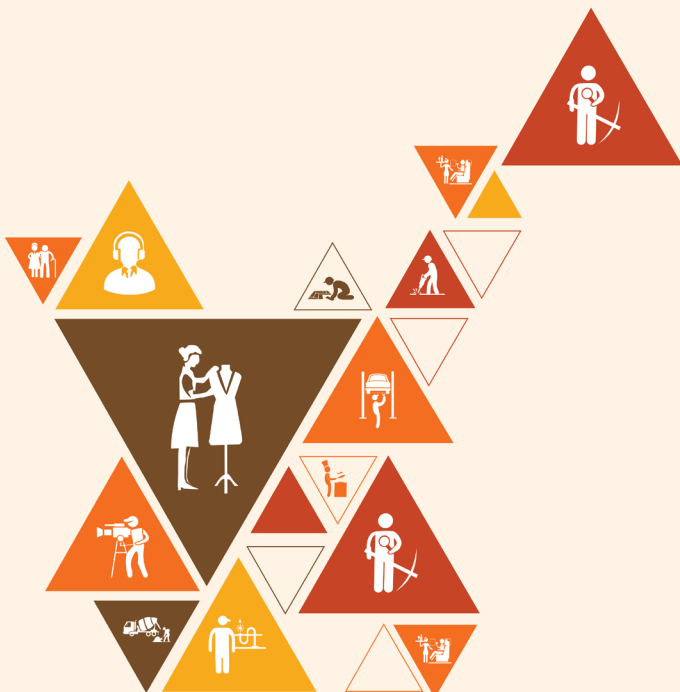


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# 13. Observing and Reporting

Unit 13.1- Observing and Reporting

Unit 13.2- Inventory and Kitchen Management



HSS/N5201, HSS/  
N5202, HSS/N5203,  
HSS/N5204, HSS/  
N5205, HSS/N5206

## Key Learning Outcomes

**At the end of the module, you will be able to make the students:**

1. Paraphrase the importance of observing and reporting to authority for said or unsaid findings, if any
2. Explain the importance of verbally informing the person in authority
3. Develop understanding about inventory management

## UNIT 13.1: Observing and Reporting

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Understand the importance of observing and reporting to authority for said or unsaid findings, if any.
2. Understanding the importance of verbally informing the person in authority.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board, marker, pens, duster
- PC with LCD Projector
- Participants Manual

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about observing and reporting in this unit.

### Say

- Talk about the information required to be filled at the time of initial documentation of a patient.
- Explain how a health assessment note is prepared.

### Tips

- An approval taken by the patient after explaining him the treatment plan It can be:
  - » Verbally
  - » In writing
- A valid consent should be voluntary and informed, and the one taking consent should be some authorized personnel

- Effective documentation should be:
  - » Clear, concise and accurate
  - » Contemporaneous with the events recorded in chronological order
  - » Complete
  - » Comprehensive
  - » Collaborative and person-centric
  - » Confidential

## Asks



- Ask participants to list the factors of a health assessment note.
- Ask participants to talk about features of an effective documentation.

## Activity



- Make a group of 2-3 participants and tell them to analyze and prepare reports of those :
  - » On Diet( with consulting )
  - » Skipping one meal ( No consulting )
  - » Not following Diet

## Notes for Facilitation



- Tell participants to complete the questions at the end of the sub unit.
- Make sure they complete all the questions and answer their doubts if they have any.

## UNIT 13.2: Inventory and Kitchen Management

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Develop understanding about inventory management.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board, marker, pens, duster
- PC with LCD Projector
- Participants Manual
- Inventory chart
- Various hospital kitchen items

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about inventory and kitchen management in this unit.

### Say

- Talk about up – keeping of stores and the control measures as per Food Safety Program.
- Tell the participants about the maintenance of Shelves and Storage and other kitchen procedures and equipment.

## Activity

- Divide the class in two groups.
- Ask participants of one group to present the topic of inventory and kitchen management in detail outlining everything they learned in the unit.
- Now tell the other team to present the points that the earlier team missed while their presentation.
- Tell them they would be given a time of 20 minute for completing the activity.

## Notes for Facilitation

- You could reemphasize the points discussed in this unit and then ask participants to do the exercise
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.





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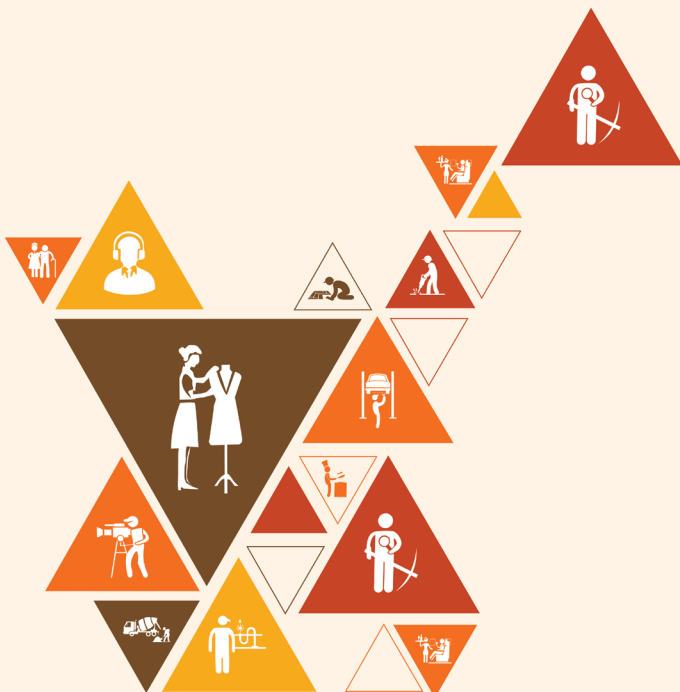


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# 14. Patient's Rights and Environment

Unit 14.1 - Patient's Rights and Environment

Unit 14.2 - Measuring Parameters



HSS/N9606, HSS/  
N9610

## Key Learning Outcomes

**At the end of the module, you will be able to make the students:**

1. Describe necessary arrangements to ensure patient safety and comfort.
2. Understand sensitivities involved in patient's right.
3. Learn Diet Assistant role in maintaining patient's rights.

## UNIT 14.1: Patient's Rights and Environment

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Enumerate patient's rights
2. Learn the role of Diet Assistant in maintaining patient's rights

### Resources to be Used

- Black or white Board
- Chalk pieces or white board, marker, pens, duster
- PC with LCD Projector
- Participants Manual
- Internet use to learn patient rights

### Do

- Welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous units.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about Patient's Rights and their Safety and Comfort in this unit.

### Say

- Provide an introduction to the basic rights of a Patient and the Ethical Aspects of those Legal Rights in a healthcare setting.
- Describe the general guidelines to be kept in mind while considering a Patient's Safety and Comfort.

### Tips

- Patient's legal right.
- Ethical aspect of legal right.
- Patient safety and comfort

## Asks



- Ask the participants to name a few legal rights of the patients and their respective legal aspects.
- Ask them to name two general guidelines which should be considered to keep a patient safe and comfortable.

## Notes for Facilitation



- You could reemphasize the points discussed in this unit and then ask participants to do the exercise
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## UNIT 14.2: Measuring Parameters

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Help in measuring patient's parameters accurately

### Resources to be Used

- Black or white Board
- Chalk pieces or white board, marker, pens, duster
- PC with LCD Projector
- Participants Manual
- Charts
- Patient assisted devices

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about Measurement in the Healthcare Setting.

### Say

- Define the concept of measurement of vital signs/ parameters and body temperatures and the most common places to measure it.
- Provide details on the equipment used to measure body temperature and the step by step procedure on measuring a body's temperature using the oral method.
- Explain Blood Pressure and the equipment used to measure it and tell the participants about the step by step procedure of measuring blood pressure.
- Talk about Breathing Rate and the procedure to measure the breathing rate.
- Provide the participants with the list of equipment used for measuring weight and height and the step by step procedure to measure the height and weight of the following:

- » Children and Adults
- » New – Born / Infants
- » School Children and Adult
- Explain the concept of an Infectious patient while listing the types of patients having infection complications and the steps of taking care of an Infectious Patient.

## Role Play

- In groups of four, prepare a role play on measuring vital body parameter as:
  - » Body temperature
  - » Blood pressure
  - » Height and weight
- Provide 10 minutes to prepare for the role plays.

## Notes for Facilitation

- You could reemphasize the points discussed in this unit and then ask participants to do the exercise
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## Demonstration

- Demonstrate the use and how to handle of various kind of measuring equipment's.



BP Monitor



Thermometer



Weighing Machine



Weighing Machine



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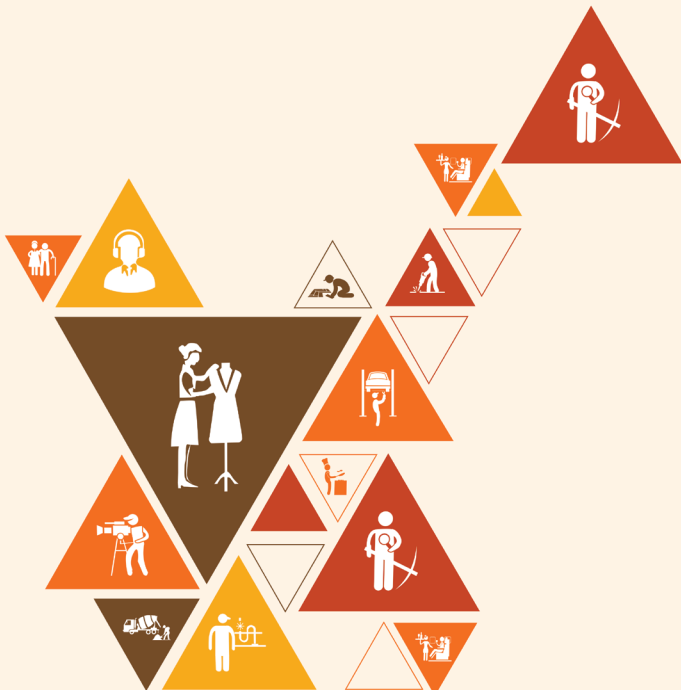
Transforming the skill landscape



# 15. Soft Skills and Communication Skills

Unit 15.1 - Soft Skills and Communication Skills

Unit 15.2 - Professional Behaviour



HSS/N9607, HSS/  
N9603

## Key Learning Outcomes

**At the end of the module, you will be able to make the students:**

1. Understand Art of Effective Communication.
2. Able to handle effective Communication with Patients and their Family.
3. Able to handle effective Communication with Peers/ colleagues using medical terminology in communication.
4. Learn basic reading and writing skills.



## UNIT 15.1: Soft Skills and Communication Skills

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Communicate appropriately with co-workers
2. Gain knowledge about the language skills
3. Respond to patient's call

### Resources to be Used

- Black or white Board
- Chalk pieces or white board, marker, pens, duster
- PC with LCD Projector
- Participants Manual

### Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about soft skills and communication skills.
- Ask participants what are the features of effective communication skill

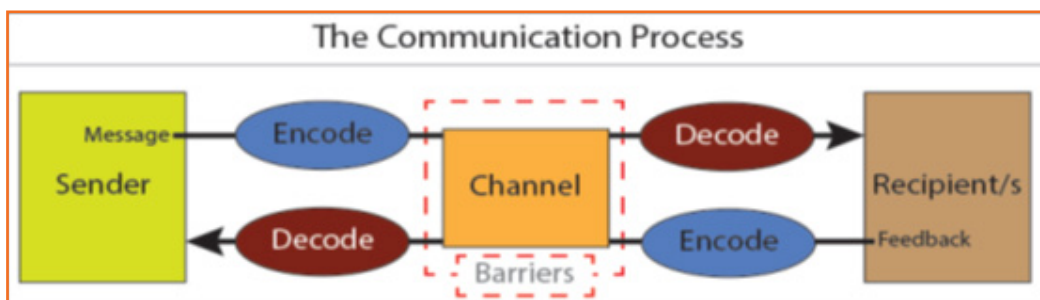
### Say

- Define communication
- Provide an overview on the importance of communication with co-workers and patients
- Explain types of communication
- Describe the communication process and explain components of communication process
- Talk about factors influencing communication
- Explain types of barriers to communication
- Define effective communication
- Explain salient features of effective communication
- Talk about 7Cs of effective communication

- Explain what are language skills and its importance in a job
- Describe what are listening skills and its importance
- Provide details on speaking and reading skills and its importance in a hospital setting
- Talk briefly on writing skills
- Talk in detail about responding to patient's call

## Demonstrate

- Show the communication process



## Tips

Healthcare professional should use clear model of communication:

- C-Connect:
  - » Acknowledge immediately
  - » Use patient's name
  - » Establish eye contact and smile
- L-Listen:
  - » Maintain eye contact
  - » Use listening techniques
  - » Don't interrupt
  - » Repeat information for accuracy
- E-Expain:
  - » Describe what is going to happen
  - » Answer questions with patience
  - » Speak slowly: repeat as necessary
- A-Ask: Is anything else I can do?

## Activity

- Give a situation when a certain patient has to be shifted from the general ward to a private ward. Ask students to use the 7 Cs of communication to pass on this information.
- Ask students to draw communication process on a board.

## Notes for Facilitation

- You could reemphasize the points discussed in this unit and then ask participants to do the exercise
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily

## UNIT 15.2: Professional Behaviour

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Understand importance of professional behaviour.
2. Maintain professional behaviour at patient's home.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board, marker, pens, duster
- PC with LCD Projector
- Participants Manual

### Do

- Welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous units.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn how to maintain personal relationships with the patients and their respective Professional Behaviour in this unit.

### Say

- Explain in detail how to maintain personal relationships while keeping a professional behaviour in the homecare setting.
- Brief them about the policy of a drug free workplace and the guidelines regarding drugs and alcohol at home.
- Talk about the sleeping while working hours and the Non – Harassment policy of the Healthcare Industry.

## Role Play

- Call two volunteers and ask one of them to role play a patient and another as a Home Health Aide.
- Ask the volunteers to demonstrate the process of communication between the patient and Home Health Aide.
- Explain the importance of correct body language of the Home Health Aide by highlighting his/her responsiveness, empathetic behaviour towards the patient's concern.
- Demonstrate tacking a difficult patient with the help of role play.

## Notes for Facilitation

- While the demonstration is going on by the volunteers, you could ask the other participants to identify gestures, responses which the patient may find unappealing.
- Ask other participants to identify problems in the Home Health Aide's communication.
- Ask the participant to complete the exercise given at the end of the unit in the handbook.





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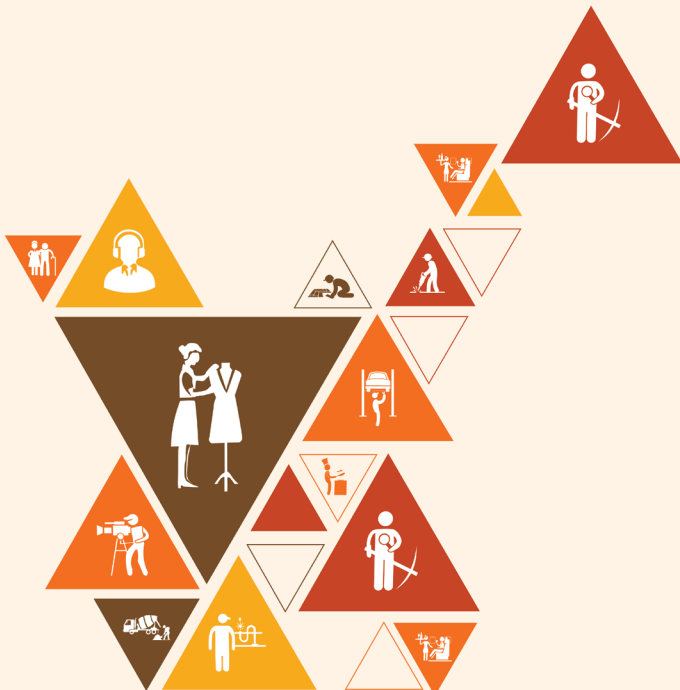
# 16. Basic Computer Knowledge

Unit 16.1 – Introduction to Computer

Unit 16.2 – MS Word

Unit 16.3 – MS Excel

Unit 16.4 – Internet Concepts



## Key Learning Outcomes

**At the end of the module, you will be able to make the students:**

1. Acquire basic computer skills.
2. Use MS Office (MS Word, MS PowerPoint and MS Excel).
3. Use IT Skills at work.
4. Get basic knowledge of internet concepts.



## UNIT 16.1: Introduction to Computer

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Acquire basic computer skills.
2. Know the different parts of computer.
3. Know the Advantages of Computers.
4. Learn the keyboard's general commands and use of keys.

### Resources to be Used

- PC with LCD Projector
- Participants Manual
- Computer with internet facility

### Do

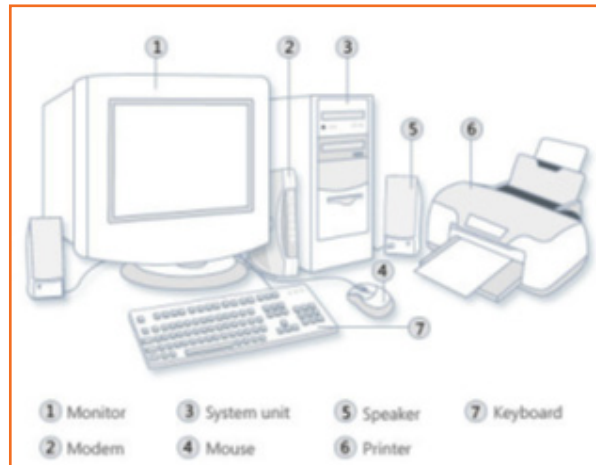
- Greet and welcome the participants to the next unit of the program.
- Tell them they are going to learn about computer.
- participants what are the advantages of a computer system
- participants which hospital departments have computer systems

### Say

- Provide an overview of the computers and its usage
- Talk about hardware and software in a computer system
- Explain the advantages of computers
- Describe different components of a computer system
- Describe tools and parts of an operating system
- Explain step by step procedure for add or remove desktop icons
- Explain functioning of a computer keyboard and explain various functions of keys
- Describe common windows commands

## Demonstrate

- With the help of pictures, describe different parts of a computer system



- Show functioning of Windows XP desktop



## Notes for Facilitation

- You could students to discuss different uses of computer in a hospital setting
- Tell participants to complete the questions at the end of the sub unit.
- participants if they have any doubts. Encourage them to questions.
- Answer their queries satisfactorily

## UNIT 16.2: MS Word

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Learn the basic concept and practice MS-Word

### Resources to be Used

- PC with LCD Projector
- Participants Manual
- Computer with internet facility

### Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the unit them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about MS Word.

### Ask

- Ask participants what are the main features of MS word
- Ask participants to open up a MS word document on their respective computers

### Say

- Explain basic concepts of MS word including:
  - » Creating a word document
  - » Saving a word document
  - » How to change font size and type in a word document
- Bulleting and numbering
- Formatting

- Spelling and Grammar
- Inserting an image and table
- Printing a word document
- Closing and exiting MS word
- Give examples of situations where GDAs are required to work on MS word in a hospital setting

## Activity

- You could students to write a paragraph on hospital structure on a word document.

## Notes for Facilitation

- You could reemphasize the points discussed in this unit and then participants to do the exercise
- Tell participants to complete the questions at the end of the sub unit.
- participants if they have any doubts. Encourage them to questions.
- Answer their queries satisfactorily

## UNIT 16.3: MS Excel

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Practice and work on MS-Excel.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board, marker, pens, duster
- PC with LCD Projector
- Participants Manual
- Computer with internet facility

### Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the unit them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about different departments in a hospital.

### Ask

- Ask participants what are the main features of MS Excel
- Ask participants to open up a MS excel on their respective computers
- Ask participants what are the different functions of excel

### Say

- Explain what is MS excel and its usage
- Describe concepts of MS excel including:
  - » Creating a new blank workbook
  - » Insert text

- » Cell addresses
- » How to edit and delete text in a cell
- » How to insert rows and columns
- » How to format the text, font size and type
- » How to format number and dates
- » Basics of calculation and analysis
- » Printing an excel sheet
- » Changing page orientation
- Explain different functions of excel
- Give examples of situations where GDAs are required to work on MS excel in a hospital setting.

## Notes for Facilitation

- You could students to perform simple addition and subtraction exercise of hospital inventory (provide them with an example) on excel.
- Tell participants to complete the questions at the end of the sub unit.
- participants if they have any doubts. Encourage them to questions.
- Answer their queries satisfactorily

## UNIT 16.4: Internet Concepts

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

1. Understand the internet concepts

### Resources to be Used

- PC with LCD Projector
- Participants Manual
- Computer with internet facility

### Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the unit them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about internet concepts.
- participants why MS Outlook is used.

### Say

- How to create a MS outlook email account
- Explain why HHA are required to know about important internet concepts

### Ask

- Ask participants what are the main features of MS Excel
- Ask participants to open up a MS excel on their respective computers
- Ask participants what are the different functions of excel

## Notes for Facilitation

- You could students to perform simple addition and subtraction exercise of hospital inventory (provide them with an example) on excel
- Tell participants to complete the questions at the end of the sub unit.
- participants if they have any doubts. Encourage them to questions.
- Answer their queries satisfactorily





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# 17. Employability and Entrepreneurship Skills

Unit 17.1 – Personal Strengths & Value Systems

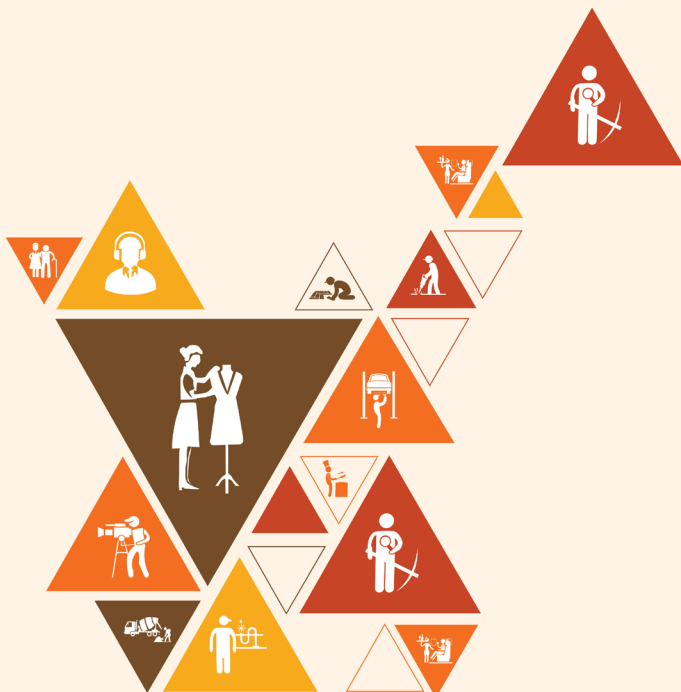
Unit 17.2 – Digital Literacy: A Recap

Unit 17.3 – Money Matters

Unit 17.4 – Preparing for Employment & Self Employment

Unit 17.5 – Understanding Entrepreneurship

Unit 17.6 – Preparing to be an Entrepreneur



## Introduction: Employability and Entrepreneurship Skills

This Facilitator's guide includes various activities which will help you as a facilitator to make the sessions participative and interactive.

### Ice breaker

- You can begin the module with the following ice breaker:

#### Five of Anything Ice Breaker Steps:

- Divide the participants into groups of four or five by having them number off. (You do this because people generally begin a meeting by sitting with the people they already know best.)
- Tell the newly formed groups that their assignment is to share their five favourite movies of all time, their five favourite novels or their five least liked films. The topic can be five of anything - most liked or disliked.
- This ice breaker helps the group explore shared interests more broadly and sparks lots of discussion about why each person likes or dislikes their selected five.
- Tell the groups that one person must take notes and be ready to share the highlights of their group discussion with the class upon completion of the assignment.

### Expectation Mapping

1. During the first session and after ice breaker session, ask the participants to answer the following question: "What do I expect to learn from this training?"
2. Have one of the participants write their contributions on a flip chart sheet.
3. Write down your own list of covered material in the training on another flip chart sheet.
4. Compare the two sheets, commenting on what will and what will not be covered during the training.
5. Set some ground rules for the training sessions. Ask the participants to put these rules on a flipchart and display it in the class.
6. You may get back to those sheets once again at the end of the last session of the training.
7. Benefits of doing this activity:
  - Participants feel better as their opinions are heard.
  - Participants get to know what they should expect from the training.
  - The facilitator gets to know which points to emphasize, which to leave out, and which to add during the training.
8. Expectations from the participants:
  - Must sign the attendance sheet when they arrive for class.
  - Conduct themselves in a positive manner
  - Be punctual, attentive, and participative
9. Explain the contents that are going to get covered one by one and connect it with the expectation mapping done earlier.
10. By the end of this exercise, the participants should have a clear understanding of what to expect from the session and what are the areas that will not get covered.

### Defining Objectives

1. Defining the objectives in the beginning of the units sets the mood for the unit.
2. To begin with the end in mind sets the expectations of the participants as what could be the important takeaways from the session.
3. It is also a way of making participants take responsibility of their own learning process.
4. For the facilitator, the objectives decide a designed path to progress on so that the learning stays aligned and on track.

5. Read the objectives slowly, one by one, and ask the participants to explain what they think it means.
6. At the end of the session, you could again revisit the objectives to find out from the participants about how many objectives have been achieved.

**In order to effectively facilitate this workshop:**

1. You must have thorough knowledge of the material in the Participant Handbook, and be prepared to answer questions about it.
2. You may also wish to read other material to enhance your knowledge of the subject.
3. There may be issues raised with which you are not able to deal, either because of lack of time or knowledge. You can either state that you will obtain answers and get back to the participants with the information. In case the query can be turned to an assignment to the class, do so. You can work with the the participants on the assignment.
4. You must have a very clear understanding of what the participants want to accomplish by the end of the workshop and the means to guide the participants.
5. As the facilitator, it is your responsibility to make sure that all logistical arrangements are made for the workshop. This may involve doing it yourself or confirming that someone else has made all necessary arrangements associated with the workshop. Assume nothing and check everything before the workshop begins.
6. To break the monotony and boredom during sessions, introduce mini breaks in the form of stretching exercises, jokes, some group songs or games.
7. Invite discussion from the participants.
8. Probe the participants further and lead them to come to affirmative conclusions.
9. Let the participants answer. No answer is incorrect.
10. Ask one participant to write all the points on the whiteboard.
11. Build the sessions from the answers provided by the class.
12. Prepare for the sessions in advance so that the resources like flipcharts, handouts, blank sheets of paper, marker pens, etc. can be kept ready.
13. Ensure that resources like board, markers, duster etc. is available before your session starts.

**General instructions for role playing:**

1. You are not being asked to be an actor or to entertain. The purpose of the role play is to provide a situation in which you can practice certain skills.
2. When you read the brief, try to imagine yourself in the situation described and behave in a way you feel to be natural – but be conscious of the fact that your role may require a different approach from that which you might normally use.
3. You (and others) may benefit from the change in approach and behaviour. Therefore, try to use the approach you feel to be most appropriate for the circumstances described in your brief.
4. The brief is just the starting point. It simply sets the scene and the tone of session or activity. Try not to keep referring to the brief as this will affect the spontaneity of the meeting. Allow the role play to develop as you think it might in real life and change your reactions in line with the behaviour and responses of others involved.
5. If you find that you have too little information to answer questions or to describe what has happened in the situation, do feel free to add your own thoughts and ideas. Try to keep these within the framework of the role you are taking and try to make your improvisations as realistic as possible.

## UNIT 17.1 Personal Strengths & Value Systems

### Key Learning Outcomes



**At the end of the module, you will be able to make the students:**

1. Explain the meaning of health
2. List common health issues
3. Discuss tips to prevent common health issues
4. Explain the meaning of hygiene
5. Discuss the purpose of Swacch Bharat Abhiyan
6. Explain the meaning of habit
7. Discuss ways to set up a safe work environment
8. Discuss critical safety habits to be followed by employees
9. Explain the importance of self-analysis
10. Discuss motivation with the help of Maslow's Hierarchy of Needs
11. Discuss the meaning of achievement motivation
12. List the characteristics of entrepreneurs with achievement motivation
13. List the different factors that motivate you
14. Discuss the role of attitude in self-analysis
15. Discuss how to maintain a positive attitude
16. List your strengths and weaknesses
17. Discuss the qualities of honest people
18. Describe the importance of honesty in entrepreneurs
19. Discuss the elements of a strong work ethic
20. Discuss how to foster a good work ethic
21. List the characteristics of highly creative people
22. List the characteristics of highly innovative people
23. Discuss the benefits of time management
24. List the traits of effective time managers
25. Describe effective time management technique
26. Discuss the importance of anger management
27. Describe anger management strategies
28. Discuss tips for anger management
29. Discuss the causes of stress
30. Discuss the symptoms of stress
31. Discuss tips for stress management

## UNIT 17.1.1 Health, Habits, Hygiene: What is Health?

### Unit Objectives

At the end of the unit, you will be able to make the students:

- Explain the meaning of health
- List common health issues
- Discuss tips to prevent common health issues
- Explain the meaning of hygiene
- Discuss the purpose of Swachh Bharat Abhiyan
- Explain the meaning of habit

### Resources to be Used

- Participant Handbook

### Ask

- What do you understand by the term “Health?”
- According to you, who is a healthy person?

### Say

- Discuss the meaning of health and a healthy person as given in the Participant Handbook.

### Ask

- When did you visit the doctor last? Was it for you or for a family member?

### Say

- Discuss the common health issues like common cold, allergies etc. Refer to the Participant Handbook.
- Let us do a small activity. I will need some volunteers.

### Role Play

- Conduct a small skit with volunteers from the class. Consider one of the villagers has been appointed as a health representative of the village, what measures will you as a health representative suggest to the common villagers to prevent common health issues discussed.
- You will need at least 4 volunteers (Narrator, Health Representative, Head of the Village, Doctor).
- Explain the health concerns of the village to the Narrator. The Narrator will brief the class about the skit.
- Give the group of volunteers, 5 minutes to do discuss.
- At the end of 5 minutes, ask the group to present the skit to the class assuming them as the villagers.
- The class can ask questions to the group as a common villager.

### Summarize

- Through this activity we got some tips on how can we prevent these common health issues.

Say 

- Let us now see how many of these health standards we follow in our daily life.

Activity 

- Health Standard Checklist from the Participant Handbook.

Ask 

- How many of you think that you are healthy? How many of you follow healthy habits?

Say 

- Let's do an exercise to find out how healthy you are.
- Open your Participant Handbook section 'Health, Habits, Hygiene: What is Health?', and read through the health standards given.
- Tick the points which you think are true for you.
- Try to be as honest as possible as this test is for your own learning.

Do 

- Ensure that all the participants have opened the right page in the Participant Handbook.
- Read aloud the points for the participants and explain if required.
- Give them 5 minutes to do the exercise.
- At the end of 5 minutes, ask the participants to check how many ticks have they got.

Summarize 

- Tell them that they need to follow all the tips given in this checklist regularly in order to remain healthy and fit.

Ask **Discuss:**

- Is it necessary to practice personal hygiene every day? Why?
- How does a person feel when they do not practice good personal hygiene? Why?
- Can good personal hygiene help a person feel good about his/her self? How?

Say 

- Discuss the meaning of hygiene as given in the Participant Handbook.

Activity 

- Health Standard Checklist: Hygiene

## Say

- Let's do an exercise to find out if we maintain good hygiene habits or not.
- Open the Participant Handbook and read through the Health Standard checklist given.
- Tick the points which you think are true for you.
- Try to be as honest as possible as this test is for your own learning.

## Do

- Ensure that all the participants have opened the right page in the Participant Handbook.
- Read aloud the points for the participants and explain if required.
- Give them 5 minutes to do the exercise. .
- At the end of 5 minutes, ask the participants to check how many ticks have they got.
- Ask them to calculate their score.
- Tell them what each score indicates by reading aloud what has been mentioned in the Participant Handbook.

## Ask

- How many of you have heard about “Swachh Bharat Abhiyan”?
- Can you tell the class what it is about?

## Summarize

- Tell them about Swachh Bharat Abhiyan as given in the Participant Handbook and request them to take a pledge to keep our country clean.

## Ask

- What is a habit?

## Say

- Discuss some good habits which can become a way of life.

## Summarize

- Tell them about good and bad habits and the reasons to make good habits a way of life.

## UNIT 17.1.2 Safety

### Unit Objectives

At the end of the unit, you will be able to make the students:

- Discuss ways to set up a safe work environment
- Discuss critical safety habits to be followed by employees

### Resources to be Used

- Participant Handbook
- Safety signs and symbols
- Safety equipments
- Blank papers
- Pens

### Say

- There are many common safety hazards present in most workplaces at one time or another. They include unsafe conditions that can cause injury, illness and death.
- Safety Hazards include:
  - Spills on floors or tripping hazards, such as blocked aisles or cords running across the floor.
  - Working from heights, including ladders, scaffolds, roofs, or any raised work area.
  - Unguarded machinery and moving machinery parts; guards removed or moving parts that a worker can accidentally touch.
  - Electrical hazards like cords, missing ground pins, improper wiring.
  - Machinery-related hazards (lockout/tag out, boiler safety, forklifts, etc.)

### Team Activity

#### Safety Hazards

- There are two parts to this activity.
- First part will cover the potential safety hazards at work place.
- Second part will cover a few safety signs, symbols and equipments at work place.
- Use this format for the first part of the activity.

PART 1		
Hazard	What could happen?	How could it be corrected?

### Ask

- How could you or your employees get hurt at work?



## Say

- Let's understand it better with the help of an activity. You will be given a handout within your groups. You have to think about the possible hazards of your workplace, what damage these hazards could cause and about the corrective action.

## Do

- Divide the class into five to six groups of four participants each.
- Put the format on the board for the activity.
- Give blank papers and pens to each group.
- The group is expected to think and discuss the potential safety hazards in the workplace.
- Ask the group to discuss and fill the format using the blank sheet.
- Give the groups 5 minutes for the activity.
- For the second part of the activity, show the class some pictures of safety signs, symbols and equipments.
- Now they will put down a few safety symbols, signs or equipment against the safety hazards identified.
- Give them 5 to 10 minutes to discuss and draw/note it.
- At the end of 10 minutes the groups will present their answers to the class.

## Say

- Now, let's discuss the answers with the class.
- All the groups will briefly present their answers.

## Do

- Ask the audience to applaud for the group presentation.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.
- Tell the group to wind up the discussion quickly if they go beyond the given time limit.

## Ask

### De-briefing

- What did you learn from the exercise?
- As an entrepreneur, is it important to ensure the safety of your employees from possible hazards? Why?

## Summarize

- Ask the participants what they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the tips to design a safe workplace and non-negotiable employee safety habits.

## UNIT 17.1.3 Self Analysis- Attitude, Achievement Motivation: What is Self Analysis?

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

- Explain the importance of self- analysis
- Discuss motivation with the help of Maslow's Hierarchy of Needs
- Discuss the meaning of achievement motivation
- List the characteristics of entrepreneurs with achievement motivation
- List the different factors that motivate you
- Discuss the role of attitude in self- analysis
- Discuss how to maintain a positive attitude
- List your strengths and weaknesses

### Resources to be Used

- Participant Handbook
- Old newspapers
- Blank papers
- Pencils/ pens

### Activity

- This is a paper pencil activity.

What are the three sentences that describe you the best?
--

What do you need to live happily?
-----------------------------------

What are your strengths and weaknesses?
---

### Do

- Write the three questions on the board/ flipchart before the session begins.
- Give plain papers and pencils/ pens to each participant.
- Tell participants to write the answer for the three questions on the paper.
- Tell them the purpose of this activity is not to judge anyone but to understand more about self.

### Say

- Discuss the concept of Self Analysis and motivation with reference to Maslow's Hierarchy of Needs as discussed in the Participant Handbook.

### Team Activity

#### **Tower building**

- Each group which will create tower using the old newspapers.

**Do** 

- Divide the class into groups.
- Give them some old newspapers.
- The task is to create a tower out of the newspapers.
- The group which will create the highest tower standing on its own will be considered the winning group.
- Groups can use as many newspapers as they want to and in any way they want.

**Ask** 

- What did the winning group do differently?
- If you were given a chance, how would you have made the tower differently?
- How did you feel while making the tower?
- Did you feel motivated?

**Say** 

- Discuss the concept of achievement motivation and characteristics of entrepreneurs with achievement motivation as discussed in the Participant Handbook.

**Ask** 

- Is your attitude positive or negative?

**Say** 

- Let me tell you a story :

**It's Little Things that Make a Big Difference.**

There was a man taking a morning walk at the beach. He saw that along with the morning tide came hundreds of starfish and when the tide receded, they were left behind and with the morning sun rays, they would die. The tide was fresh and the starfish were alive. The man took a few steps, picked one and threw it into the water. He did that repeatedly. Right behind him there was another person who couldn't understand what this man was doing. He caught up with him and asked, "What are you doing? There are hundreds of starfish. How many can you help? What difference does it make?" This man did not reply, took two more steps, picked up another one, threw it into the water, and said, "It makes a difference to this one." What difference are we making? Big or small, it does not matter. If everyone made a small difference, we'd end up with a big difference, wouldn't we?

**Ask** 

- What did you learn from this story?

**Activity** **What Motivates You?**

- This is an individual activity.
- It is an exercise given in the Participant Handbook.

**Do** 

- Ask the class to open their Participant Handbook and complete the exercise given in the section What Motivates You?
- Ensure that the participants have opened the correct page for the activity.
- Give the class 5 minutes to complete the activity.

## Say



- Discuss the concept of attitude and how to cultivate a positive attitude as discussed in the Participant Handbook.

## Summarize



- Close the discussion by summarizing how self-analysis, knowledge about what motivates you and your positive attitude can help in your business as well in life.

## UNIT 17.1.4 Honesty & Work Ethics

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

- Discuss the qualities of honest people
- Describe the importance of honesty in entrepreneurs
- Discuss the elements of a strong work ethic
- Discuss how to foster a good work ethic

### Resources to be Used

- Participant Handbook

### Ask

- What do you understand by honesty?
- Why is it important for entrepreneurs to be honest?
- Do you remember any incident where your honesty helped you in gaining confidence?
- Do you remember any incident where someone lost business due to dishonesty?

### Say

- Talk about honesty, qualities of an honest person, and the importance of honesty in entrepreneurs as discussed in the Participant Handbook.
- “Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem.
- Keep your discussion focussed around the following:
  - What went wrong?
  - Who was at fault?
  - Whom did it impact- the customer or the businessman?
  - How would it impact the business immediately? What would be the long term impact?
  - What could be done?
  - What did you learn from the exercise?

### Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- Put down the de-brief questions on the board and ask the groups to focus their discussion around these questions.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes the team should present their case solution to the class. The presentation can be a narration or a role play.
- Ask the group to select a group leader for their group. The group leader to discuss and assign roles to the group members for the presentation.

## Team Activity

### Case Study Analysis

#### Scenario 1

Aakash has a small mobile retail sales and repair shop in Allahabad. He has one of the most popular outlets and has great rapport with his customers.

It's around 11 AM when a customer barges in to the shop and starts shouting at Aakash for giving her a faulty instrument. The screen of her mobile is cracked from one side. Aakash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue him and to go to Consumer Court for cheating her. Now, the problem occurred somewhere outside the shop but as other customers were listening to the conversation, it might impact his business. The situation needs to be managed very sensitively. What would you do if you were in Aakash's place?

#### Scenario 2

Rajni does beautiful Phulkari embroidery on suits and sarees. She has a small home-based business. She has a huge list of customers on Facebook and WhatsApp who give her orders regularly. Smita is one of her old and regular customers. As her sister-in-law's wedding was around the corner, Smita wanted to buy few handcrafted Phulkari duppatta. She placed an order for three duppattas via WhatsApp and requested Rajni to send them as soon as possible. When the parcel reached Smita through courier she found that out of the three duppattas, only one was hand embroidered and the other two had machine embroidery on them. Even the length and the quality of the material was not as desired. Smita was heartbroken. It was a complete waste of money and moreover she couldn't wear what she had planned to during the wedding functions. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment.

Smita has also sent a feedback and expressed her disappointment on the social media... this will directly affect Rajni's business. What would you do if you were in Rajni's place?

#### Scenario 3

Shankar is a tattoo artist who has a small tattoo showroom in a big, reputed mall in New Delhi. Mr Saksham had an appointment for today, at 11:00 am but he reached at 11:50 am. Meanwhile, Shankar had to reschedule his next appointment. After availing Shankar's services, Mr Saksham started yelling in an abusive language, refusing to pay the requisite amount, and finding faults in the services provided by him. Who was at fault in this case? What should Shankar do? Should he confront Saksham or give in to the demands of the client?

#### Scenario 4

Shailender is an online cloth reseller who does business through social networking sites such as Facebook and WhatsApp. Priyanka made online payment for a dress to Shailender. But she did not receive the dress for a month. When she asked for a cancellation, Shailender started misleading her. For almost 45 days, he kept promising her that he will pay the amount today, tomorrow, day after etc. Even after repeated calls and messages when she did not receive the payment or the dress, she decided to write a post against him on a popular social media platform. As a result, Shailender lost lots of customers and his flourishing business faced a major crisis. How could this situation have been managed?

## Say

- Now, let's discuss the problem and solution with the larger group.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Once the presentation is over, the class can ask their questions.

**Do** 

- Congratulate each group for the group presentation.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time. Tell the group to wind up the discussion quickly if they go beyond the given time limit.

**Summarize** 

- Ask the participants what they have learnt from the exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of honesty and work ethics for entrepreneurs.

## UNIT 16.1.5 Creativity and Innovation

### Unit Objectives

At the end of the unit, you will be able to make the students:

- List the characteristics of highly creative people
- List the characteristics of highly innovative people

### Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens

### Ask

- You must be aware of the term 'Rags to riches' and heard stories related to the term.
- What do these stories tell us?
- What was so special about these people?

### Say

- Let's have a look at these stories.
- There are some inspiring stories about people which I would like to share with you.
- Narrate these stories to the class.

#### A.P.J. Abdul Kalam

Who has not heard of A.P.J. Abdul Kalam: Avul Pakir Jainulabdeen Abdul Kalam hailed from a very humble background. His father was a boat owner. To help his family, Kalam would work as a newspaper vendor. With limited resources, he graduated in Physics and studied aerospace engineering. He was instrumental in India's step towards nuclear energy. In 2002, he became the 11th President of India.

#### Water filter/purifier at source

Two young boys studying in classes 4 and 5, from Lingzya Junior High School, Sikkim designed a simple innovative low cost water purifier.

Inspiration behind the idea: Most people today prefer to use a water filter/purifier at their home.

Both the children have given idea to have filter/purifier at the source of water so that everyone has access to clean water without having to make an investment in purchasing a filter/purifier.

Spring's idea is to have a centralised purification system at the point of distribution like water tank while Subash's idea is to have such purifiers attached to public taps.

Source: <http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-young-indians/20151208.htm>

#### Solar seeder

This is a story of a innovative solar seeder and developed by Subash Chandra Bose, a class 8, student from St Sebastiyar Matriculation School, Pudukkottai, Tamil Nadu. Subash has developed a solar powered seed drill, which can undertake plantation for different size of seeds at variable depth and space between two seeds.

Source: <http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-young-indians/20151208.htm>



### Looms for physically challenged

Now this is really inspiring of two sisters, Elakkiya a Class 6 student and Pavithra a Class 9 student of SRC Memorial Matriculation, Erode, Tamil Nadu.

The two sisters have come up with loom for lower limbed physically challenged. In their loom they have replaced the pedal operated system with a motor and a gearbox attached to a pulley mechanism.

Source: <http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-young-indians/20151208.htm>

### Ask

- If they can, why can't you?
- Discuss concepts related to 'Creativity and Innovation' with the participants as given in the Participant Handbook.

### Say

- Recall the stories on motivation.
- What is the inner drive that motivates people to succeed?
- Let's learn more about such creative and innovative entrepreneurs with the help of an activity.

### Team Activity

- This is a group activity.

- Think of any one famous entrepreneur and write a few lines about him or her.

#### Activity De-brief

- Why did you choose this particular entrepreneur?
- What is his/her brand name?
- What creativity does he/she possess?
- What was innovative about their ideas?

### Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6 depending on the batch size.
- Give each group a chart paper.
- Tell the participants they have to write a few lines about any one famous entrepreneur.
- Give the participants 10 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.
- Ask each group to read out what they have written.
- Ask the de-brief questions.

## Summarize



- Summarize the unit by asking participants if they know of some people who are highly creative and innovative in their approach.
- Ask them to share some experiences about these people with the class.

## Notes for Facilitation



- Source for stories on innovations:

<http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-young-indians/20151208.htm>

## UNIT 17.1.6 Time Management

### Unit Objectives

At the end of the unit, you will be able to make the students:

- Discuss the benefits of time management
- List the traits of effective time managers
- Describe effective time management techniques

### Resources to be Used

- Participant Handbook

### Ask

Does this sound like you?

- I can never get enough time to finish what I am doing in a day.
- I have so many things to do that I get confused.
- I want to go for a walk and exercise, but I just do not have the time.
- I had so much to do, so I could not deliver that order on time.
- I would love to start my dream business; but, I just do not have the time.

### Example

- Let's look at these two examples:

#### Example 1:

Ankita works from home as a freelance writer. She says she can easily put in 8 hours of dedicated work in a day. Because she works from home, she saves money on travel and has a comfortable work routine. But there is a challenge and it is distraction. As she works from home, she can easily just get up and sit down on the sofa to watch TV, wasting valuable time. She may have chores to do, errands to run and bills to pay. She ends up working only two to three hours a day and the result is, her work gets piled up. She is unable to take on more work due to this. Even though her quality of work is appreciated her clients are not very happy about the delay in submission.

#### Example 2:

Javed has started a successful online selling company from home and makes a good living from his sales. He has set up a small office space in his living room. As both his parents are working full-time, he also has the role of taking care of his two younger siblings. He almost spends half of his day with the younger kids. He does not mind it but it means taking time away from the work. He is still able to manage his online business with these commitments. He wants to spend some more dedicated hours so as to increase his profits. He also wants to look into new business avenues. What should he be doing.

### Ask

- Does this happen with you too?
- Do you find it difficult to prioritize your work?
- Are you able to manage your time effectively?

## Activity

- Conduct a group discussion based on the above examples.
- Direct the discussion on how to prioritize work and manage time effectively.

## Say

- Time management is not only about how hard you work but also about how smart you work.
- Discuss “What is Time Management” with the participants as given in the Participant Handbook.

## Ask

- Why is it important to manage time? How does it help?
- What happens when you don't manage your time effectively?
- Do you find it difficult to prioritize your work?

## Say

- Discuss the benefits of time management given in the Participant Handbook.
- Let's learn effective time management with the help of an activity.

## Activity

### Effective Time Management

- This activity has two parts:

#### PART 1 TO-DO LIST

- You have to make a to-do list.
- List all of the activities/ tasks that you have to do.
- Try to include everything that takes up your time, however unimportant it may be.
- If they are large tasks, break them into action steps, and write this down with the larger task.
- You can make one list for all your tasks or have separate to-do lists for personal and professional tasks.

#### PART 2 URGENT-IMPORTANT GRID

- You have to make a grid as shown on the board here. .
- This grid has four boxes. As you can see, each box has a different heading.
- At the heart of the urgent-important grid, are these two questions:
  - ♦ Is this task important?
  - ♦ Is this task urgent?
- Now, you have to think about each activity that you have written in your to-do list and put it into one of the four categories.
- **What do these categories depict?**
- **Category 1: Urgent/Important**
  - ♦ This category is for the highest priority tasks. They need to get done now.

- **Category 2: Not Urgent/Important**
  - This is where you want to spend most of your time.
  - This category allows you to work on something important and have the time to do it properly.
  - This will help you produce high quality work in an efficient manner.
  - The tasks in this category are probably the most neglected ones, but also the most crucial ones for success.
  - The tasks in this category can include strategic thinking, deciding on goals or general direction and planning – all vital parts of running a successful business.
- **Category 3: Urgent/Not Important**
  - This is where you are busy but not productive. These tasks are often mistaken to be important, when they're most often busywork.
  - Urgent but not important tasks are things that prevent you from achieving your goals.
  - However, some may be activities that other people want you to do.
- **Category 4: Not Important and Not Urgent**
  - This category doesn't really include tasks, but rather habits that provide comfort, and a refuge from being disciplined and rigorous with your time management.
  - Some may be activities that other people want you to do.
  - These might include unplanned leisure activities as well.

#### TO- DO list format

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

**URGENT-IMPORTANT GRID**

**URGENT/ IMPORTANT**

- Meetings
- Last minute demands
- Project deadlines
- Crisis

**NOT URGENT/ IMPORTANT**

- Planning
- Working towards goals
- Building relationship
- Personal commitments

**1**

**2**

**3**

**4**

- Interruptions
- Phone calls/ E-mails
- Other people's minor demands

**URGENT/ NOT IMPORTANT**

- Internet surfing
- Social media
- Watching TV

**NOT URGENT/ NOT IMPORTANT**

**URGENT/ IMPORTANT GRID format**

**URGENT/ IMPORTANT**

**NOT URGENT/ IMPORTANT**

**1**

**2**

**3**

**4**

**URGENT/ NOT IMPORTANT**

**NOT URGENT/ NOT IMPORTANT**

## Do

- Put down the formats for the to-do list and the urgent/important grid on the board.
- Instruct the participants to prepare their to-do list first.
- Give the participants 10 minutes to prepare the list.
- Once done, instruct them to divide the tasks in to-do list into the four categories.
- Explain the four categories to the participants giving examples specific to their context.
- As you explain the categories fill the grid with the type of tasks.
- Give the participants 40 minutes to fill the grid.
- Then explain how to balance the tasks between the four categories.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

## Say

### Activity De-brief:

#### How can we balance tasks between the four categories?

#### How to manage time through this grid?

- **Category 1: Urgent/Important**
  - ♦ Try to keep as few tasks as possible here, with the aim to eliminate.
  - ♦ If you spend too much of your time in this category, you are working solely as a trouble shooter, and never finding time to work on longer-term plans.
- **Category 2: Not Urgent/Important**
  - ♦ Plan these tasks carefully and efficiently as they are most crucial ones for success.
  - ♦ If necessary, also plan where you will do these tasks, so that you're free from interruptions.
  - ♦ Include strategic thinking, deciding on goals or general direction and planning in your planning process.
- **Category 3: Urgent/Not Important**
  - ♦ Ask yourself whether you can reschedule or delegate them.
  - ♦ A common source of such activities is other people. Sometimes it's appropriate to say "no" to people politely, or to encourage them to solve the problem themselves.
- **Category 4: Not Important and Not Urgent**
  - ♦ You also want to minimize the tasks that you have in this category.
  - ♦ These activities are just a distraction – avoid them if possible.
  - ♦ You can simply ignore or cancel many of them.
  - ♦ Politely say "no" to work assigned by others, if you can, and explain why you cannot do it.
  - ♦ Schedule your leisure activities carefully so that they don't have an impact on other important tasks.
- Discuss the traits of effective time managers and effective time management techniques as given in the Participant Handbook.

## Summarize

- Discuss the traits of effective time managers and effective time management techniques as given in the Participant Handbook.

## Notes for Facilitation



- Here is a short story. You can conclude the session narrating the story. To make it more interesting you can perform the demonstration described and discuss the short story.
  - ♦ One day an expert in time management was speaking to a group of students. As he stood in front of the group, he pulled out a large wide-mouthed glass jar and set it on the table in front of him. Then he took out a bag of about a dozen rocks and placed them, one at a time, into the jar. When the jar was filled to the top and no more rocks would fit inside, he asked, "Is this jar full?" Everyone in the class said, "Yes." Then he said, "Really?"
  - ♦ He reached under the table and pulled out a bucket of gravel (small stones). He dumped some gravel in and shook the jar causing pieces of gravel to work themselves down into the space between the rocks. Then he asked the group once more, "Is the jar full?" By this time, the class began to understand. "Probably not," one of them answered. "Good!" he replied.
  - ♦ He reached under the table and brought out a bucket of sand. He started dumping the sand in the jar and it went into all of the spaces left between the rocks and the gravel. Once more he asked the question, "Is this jar full?" "No!" the class shouted. Once again he said, "Good." Then he grabbed a jug of water and began to pour it in until the jar was filled to the brim. Then he looked at the class and asked, "What is the point of this illustration?" "One student raised his hand and said, "No matter how full your schedule is, if you try really hard you can always fit some more things in it!" "No," the speaker replied, "that's not the point. The truth this illustration teaches us is: If you don't put the big rocks in first, you'll never get them in at all." What are the 'big rocks' in your life? Your children; your loved ones; your education; your dreams; a worthy cause; teaching or mentoring others; doing things that you love; time for yourself; your health; your mate (or significant other). Remember to put these BIG ROCKS in first or you'll never get them in at all. If you sweat about the little stuff (the gravel, sand, and water) then you'll fill your life with little things you worry about that don't really matter, and you'll never have the time you need to spend on the big, important stuff (the big rocks).
- End the story with these lines...
 

So, tonight, or in the morning tomorrow, when you are reflecting on this short story, ask yourself this question: What are the 'big rocks' in my life? Then, put those in your jar first



## UNIT 17.1.7 Anger Management

### Unit Objectives

At the end of the unit, you will be able to make the students:

- Discuss the importance of anger management
- Describe anger management strategies
- Discuss tips for anger management

### Resources to be Used

- Participant Handbook

### Ask

- What is anger? Is anger good or bad?
- Is anger normal or an abnormal behaviour? How can anger harm you?
- Why is it important for entrepreneurs to manage their anger?

### Say

- Talk about anger and the importance of anger management in entrepreneurs as discussed in the Participant Handbook.
- Let us do a small activity. This is an individual activity.
- Think of the incidents and situations that angered you and hurt you.

### Do

- Instruct them to note down these situations under different categories (as given in the Activity).
- Give the class 3-5 minutes to think and note down their answers.
- At the end of 5 minutes, ask some participants to volunteer and present their answers.
- They can also share these situations with their fellow participants if they do not wish to share it with the entire class.

### Activity

- Do you remember any incident which has hurt
  - ♦ you physically
  - ♦ you mentally
  - ♦ your career
  - ♦ your relationships.

### Ask

- Do you ever get angry?
- What are the things that make you angry?
- Do you remember any incident where your anger management helped you in maintaining healthy relationship?
- Do you remember any incident where someone lost business/ friend/ relationship due to temper (anger)?

## Say

- There are a few strategies which can help in controlling your anger. Let's do an activity to understand the anger management process better.
- This is an individual activity.
- Think of the incidents/ situations which trigger your anger (the cause).
- Then think what happened as a result of your anger (the effect).
- You need to come up with some techniques to manage your anger.

## Do

- Give the class the anger triggers (the cause) as listed in the activity.
- Put down the activity format (Anger Triggers, Result of your Anger, Anger Management Techniques) on the board and instruct the class to write the answers under different categories.
- Give the class 3-5 minutes to think and note down their answers.
- At the end of 5 minutes, ask the participants who wish to volunteer and present their answers.

## Activity

Trigger points and Anger Management Techniques Activity

### Anger Triggers

List of triggers that make you angry:
Someone says you did something wrong.
You want something you can't have now.
You get caught doing something you shouldn't have been doing.
You are accused of doing something you didn't do.
You are told that you can't do something.
Someone doesn't agree with you.
Someone doesn't do what you tell him to do.
Someone unexpected happens that messes up your schedule.

### Result of your anger:

--

Write the techniques that you use to manage your anger:

### Anger Management Techniques

## Say

- Now, let's discuss the problems and solution with all.
- The individual will first briefly describe trigger points to the class.
- Then discuss the result of the anger. Other participants are requested to remain quiet while one is making the presentation.
- Post presentation, other participants may ask questions.

## Do

- Congratulate each individual for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions after the presentation to the class.
- Keep a check on the time. Ask the participants to wind up the activity quickly if they go beyond the given time limit.

## Ask

### De-brief questions:

- In the situation described by the presenter, who was at fault?
- How could you have handled this situation alternatively?

## Summarize

- Close the discussion by summarizing the strategies and tips of anger management for entrepreneurs.
- Ask the participants what have they learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

## Notes for Facilitation

- Encourage the participants to share information about them while presenting the situations to the class.
- Keep the format of the Activity prepared in a chart paper so that it can be displayed during the session.

## UNIT 17.1.8 Stress Management: What is stress?

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

- Discuss the causes of stress
- Discuss the symptoms of stress
- Discuss tips for stress management

### Resources to be Used

- Participant Handbook

### Ask

- You are waiting in the reception for an interview or a very important meeting, suddenly your legs are shaky, your hands are cold, you are feeling nervous. Have you ever been in this kind of situation?
- Have you had days when you had trouble sleeping?
- Have you ever been so worried about something that you ended up with a terrible headache?

### Say

- You've probably heard people say, "I'm really stressed out" or "This is making me totally stressed."

### Ask

- What do you understand by stress?
- What gives you stress?
- How do you feel when you are stressed or what are the symptoms of stress?
- How can stress harm you?
- Why is it important for entrepreneurs to manage stress?

### Say

- When we feel overloaded or unsure of our ability to deal with certain challenges, we feel stressed.
- Discuss about stress, causes of stress, and symptoms of stress as discussed in the Participant Handbook.
- Let's understand the causes of stress and how to deal with them with the help of some case scenarios.
- You will be given some cases.
- You have to analyse the case scenario and then find an appropriate solution to the problem.
- This will be a group activity.

### Do

- Divide the class into four groups of 5-6 participants (depending on the batch size).
- Assign one case scenario to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Explain their discussion should result in getting answers for the following questions:

- ♦ What was/were the cause(s) of stress?
- ♦ Was the stress avoidable or manageable under the given circumstances?
- ♦ If yes, how do you think that the stress could be avoided (managed)?
- ♦ If no, then why not?
- Give the class 10-12 minutes to discuss the case and note down their solutions.
- At the end of 12 minutes, the team should present their case solution to the larger group.
- Ask the group to select a group leader for their group.
- The group leader to discuss and assign roles to the group members for the presentation.

## Team Activity



### Case Study Analysis

#### Scenario 1

Akash's alarm doesn't go off and he gets late getting out of the house. He hits traffic and ends up 15 minutes late to work, which his boss notices. He gets to his desk and finds he has to complete 2 reports in next one hour. Just when he is about to begin work, a message pops up "Telecon with the client begins in 10 minutes. Please be in the conference room in 5 minutes."

His is not prepared for the call. He is stressed. He does not want to speak to his boss about this. He is stressed, feeling uncomfortable and sick. Not in a position to attend the call or finish the reports on time.

#### Scenario 2

While paying his overdue bills, Rahul realised that it's the middle of the month and he has only Rs 500 left in his account. He has already asked all of his friends, and family for loans, which he hasn't paid back yet. He is still contemplating over the issue when his phone rings. His sister's birthday is due next week and she has seen a beautiful dress which she wants to buy but cannot tell the parents as it is a bit expensive. She wishes if Rahul could buy the dress for her. Rahul has promised to buy her the dress for her birthday.

Rahul is stressed, does not understand what to do. He is unable to concentrate on his work and unable to complete the tasks assigned. His team leader has already warned him of the delay.

#### Scenario 3

Sheela calls the cable company as she has unknown charges on her bill. She has to go through the automated voice mail menu three times and still can't get through to a customer care executive. After 15 minutes of repeated efforts, her call is answered. She explains the entire issue to the customer care executive but before the person could suggest a way out, the call drops.

Now Sheela has to call back and repeat the whole process all over again with a new customer care executive. She is very angry and calls again but cannot connect this time.

She has to leave to office so she decides to call from office and check. When she connects this time she is angry and argues with the executive on the call. All her co-workers around are looking at her as her volume has suddenly increased. She bangs the phone and ends the call.

Her co-worker Neelam enquires what has happened to her. She ignores her and just walks off. She has become irritable and her behaviour and tone with other co-workers is not acceptable.

**Scenario 4**

Arpit is a young entrepreneur who started doing business through Facebook few weeks back. He had always been into a job. Although Arpit has very few financial liabilities, it wasn't an easy decision to leave a comfortable job at once and look for newer pastures. Arpit's boss warned him of the consequences and the challenges of starting a business when nobody ever in his family had been in business.

He has not been able to get a good deal till now. This is an important life shift for him which comes with unknown variables. Arpit is nervous and is wondering if he has what it takes to fulfill the requirement of his new role, or the new experiences he's likely to face.

**Ask****De-brief questions:**

- What was/ were the cause(s) of stress?
- Was the stress avoidable or manageable under the given circumstances?
- If yes, how do you think that the stress could be avoided (managed)?
- If no, then why not?

**Say**

- Now, let's discuss the problem and solution with the larger group.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Post presentation, the other groups may ask questions to the group that has presented.

**Do**

- Congratulate each group for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time. Tell participants to wind up the discussion quickly if they go beyond the given time limit.

**Say**

- While it is common and normal to feel some tension. This feeling nervous and tensed can interfere with your thinking process and can have a negative impact on your performance.
- Stress can deplete the most vibrant of souls. It can have a negative effect on every aspect of a person's life including their health, emotional well-being, relationships, and career. However, one needs to understand the causes and types of stress before looking for ways to manage it.

**De-brief:****Scenario 1**

The cause of stress was lack of time management and the habit of procrastinating. If Akash would have managed his time well, planned alternate ways to get up on time, finished prior tasks on time and planned for client meetings in advance then he wouldn't have faced stress.

**Scenario 2**

The cause of stress was lack of financial planning. Rahul should have planned his financial resources well in advance and saved some money for the rainy day. Also, differentiating between needs and wants and keeping a check on non-essential expenditure would have saved Rahul from this situation.

**Scenario 3**

Sometimes, stress is caused due to external factors instead of internal ones. In this case, the stress was unavoidable because we have no control over this customer care system. Every time, you will get in touch with a new executive and will have to explain all over again. This might cause stress but despite being frustrated and angry there is little that we can do about it. All Sheela could do was to find ways to calm herself down through some breathing exercises and meditation, reading some good book or listening to music and then start afresh.

**Scenario 4**

A positive, major life change can be a source of good stress. Regardless of how good the change is, it can be stressful. Stress caused by a positive and major life change can be beneficial because it causes a person to step out of their comfort zone and learn new skills. Here, Arpit may become a successful entrepreneur or learn new ways to do things differently.

Now let us see this scenario, can I have a volunteer to read out this case to the class.

**Do** 

- Ask one of the participant who can volunteer and read out this scenario to the class.

**Scenario 5**

Rakesh lives in Kathmandu with his wife and two beautiful daughters Sarah and Sanya. Nepal was hit by a massive earthquake and Rakesh's building collapsed during the earthquake. During evacuation, Rakesh realised that though his wife and Sarah were fine and suffered only minor bruises, Sanya was nowhere in the scene. Panic stricken, he started calling her name and searching her frantically. A little later, he heard a meek voice from beneath the debris. He quickly removed the rubble to find a huge bed. Rakesh was pretty sure that Sanya was trapped underneath. Though he was badly bruised, he gathered all his courage and with all his might, he lifted the several-ton bed to save Sanya's life. Everyone was relieved to see Sanya alive and also extremely surprised to see this father's ability to access superhuman strength.

- Ask the audience to applaud for the participant after the scenario is read completely.
- Discuss the scenario, ask de-brief questions:
  - ♦ What kind of stress was Rakesh undergoing in this case?
  - ♦ Was the stress avoidable or manageable under the given circumstances?
  - ♦ What was the result of the stress?

**Say** **De-brief:**

- Not all stress is harmful; good stress is actually energizing. This was a case of lifesaving stress, or hero stress, which is an important example of good stress. You may have heard stories in which a person performs an impossible feat of physical strength in order to save their life or the life of someone they love. This type of stress causing a surge of adrenaline is good for us.

## Summarize



- Close the discussion by summarizing the tips to manage stress as given in the Participant Handbook.
- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

## Notes for Facilitation



- Keep printed copies of the activities/ scenarios ready for the session.
- Put down the de-brief questions on a flip chart so that it can be displayed in the class during the activity.
- Encourage participation and make the discussions interactive.





## UNIT 17.2 Digital Literacy: A Recap

### Key Learning Outcomes



**At the end of the unit, you will be able to make the students:**

1. Identify the basic parts of a computer
2. Identify the basic parts of a keyboard
3. Recall basic computer terminology
4. Recall the functions of basic computer keys
5. Discuss the main applications of MS Office
6. Discuss the benefits of Microsoft Outlook
7. Identify different types of e-commerce
8. List the benefits of e-commerce for retailers and customers
9. Discuss Digital India campaign will help boost e-commerce in India
10. Describe how you will sell a product or service on an e-commerce platform

## UNIT 17.2.1 Computer and Internet Basics: Basic Parts of a Computer

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

- Identify the basic parts of a computer
- Identify the basic parts of a keyboard
- Recall basic computer terminology
- Recall the functions of basic computer keys

### Resources to be Used

- Participant Handbook
- Computer Systems with the required applications

### Say

- Let's take a quick recap of the basic computer parts.
- Discuss 'Basic Parts of Computer' and 'Basic Parts of a Keyboard' with the class as given in the Participant Handbook.

### Explain

- Explain all the parts of the computer and the keyboard by demonstrating on the real system.

### Ask

- Do you know about internet?
- Have you ever used internet?
- Why do you think internet is useful?
- What was the last task you performed on internet?

### Say

- Let's look at some basic internet terms.
- Discuss 'Basic Internet Terms' with the participants as given in the Participant Handbook.

### Summarize

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of computer and internet for entrepreneurs.

## Practical

- Conduct a practical session.
- Ask the participants to assemble in the computer lab.
- Give some hands on practice exercises.

## Do

- Group the participants for the activity depending on the batch size and the number of computer systems available in the lab.
- Explain the purpose and duration of the activity.
- Ensure the participants complete the practical exercises assigned.

## UNIT 17.2.2 MS Office and Email: About MS Office

### Unit Objectives

At the end of the unit, you will be able to make the students:

- Discuss the main applications of MS Office
- Discuss the benefits of Microsoft Outlook

### Resources to be Used

- Participant Handbook
- Computer Systems with MS Office

### Ask

- What is the most frequent activity that you do on the computer?
- Do you know how to make presentations on the computer?

### Say

- Give a brief introduction of MS Office as given in the Participant Handbook.
- Discuss the most popular office products. Explain in brief their application, benefits and working.
- **Microsoft Word** is a word processing program that allows for the creation of documents. The program is equipped with templates for quick formatting. There are also features that allow you to add graphics, tables, etc.
- **Microsoft Excel** is a tool for accounting and managing large sets of data. It can also simplify analysing data. It is also used to create charts based from data, and perform complex calculations. A Cell is an individual data box which will have a corresponding Column and Row heading. This gives the cell a name, referred to as the Cell Reference. There can be multiple pages in each workbook. Each page, or sheet, is called a Worksheet. When you open a new Excel file, it automatically starts you with three worksheets, but you can add more.

### Explain

- Explain the working and frequently used features of Office on a real system.

### Ask

- What do you know about e-mails?
- Do you have an email id?
- How often do you check your e-mails?

### Say

- Communication is vital for every business. The fastest and the safest way to communicate these days are through emails. MS Outlook helps to manage your emails in a better way and also offers a host of other benefits.
- Discuss “Why Choose Microsoft Outlook?” with the participants as given in the Participant Handbook.

**Do** 

- Ask the participants to assemble in the computer lab.
- Explain the working of Outlook on a real system..

**Demonstrate** 

- Demonstrate how to create email id.
- Demonstrate how to write new mails, send mails.
- Demonstrate how to use MS Office application to create a letter and send it as attachment in an email.
- Demonstrate how to use other MS Office applications.

**Practical** 

- Give some hands on practice exercises
- Group the participants for the activity depending on the batch size and the number of computer systems available in the lab.
- Explain the purpose and duration of the activity.

**Summarize** 

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

## UNIT 17.1.3 E-Commerce

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

- Identify different types of e-commerce
- List the benefits of e-commerce for retailers and customers
- Discuss Digital India campaign will help boost e-commerce in India
- Describe how you will sell a product or service on an e-commerce platform

### Resources to be Used

- Computer System with internet connection
- Participant Handbook

### Ask

- How many of you have done shopping online?
- Can you name at least five shopping websites?
- What is the product that you most frequently buy online?
- Why do you do shopping online instead of going to the market?

### Say

- Give a brief introduction of “What is E-commerce”. Refer to the Participant Handbook.
- E-commerce emerged in the early 1990s, and its use has increased at a rapid rate. Today, many companies sell their products online. Everything from food, clothes, entertainment, furniture and many other items can be purchased online.

### Ask

- What other types of transactions have you performed on the internet other than buying products?

### Say

- Give examples of e-commerce activities from Participant Handbook.

### Team Activity

#### E-commerce examples

- Instruct the participants to list some of the payment gateways that they have used for e-commerce activities.
- Give them 5 minutes to make this list.
- Discuss payment gateways and transaction through payment gateways.
- Conclude the discussion by mentioning how important e-commerce has become in our day to day transactions.

### Say

- E-commerce activities can be classified based on the types of participants in the transaction.
- Discuss “Types of E-commerce” from the Participant Handbook.

### Do

- Discuss all types of E-commerce by giving examples and names of some popular websites which use them.
- Make the discussion interactive by asking the class to share some popular e-commerce sites of each type.

### Say

- E-commerce activities bring a host of benefits for both, retailers and customers.
- Discuss benefits of E-commerce from the Participant Handbook.

### Explain

- The majority of the population that uses E-commerce activities lives in tier-1 and tier-2 cities. To encourage the use of digital money in tier-3 and 4 areas, PM Mr. Modi launched the “Digital India Campaign”.
- Discuss “Digital India Campaign” from the Participant Handbook.
- By Digital India project the government will deliver services via mobile connectivity and in doing so, is expected to bring the internet and broadband to remote corners of the country. This connectivity will in turn enhance e-commerce activities also. Furthermore, the Indian Government is also modernizing India Post and aims to develop it as a distribution channel for e-commerce related services.

### Say

- Now let us discuss how to sell a product using E-commerce.
- Every product has to be sold on a platform on the internet. Think of it as a shop that you have to sell your product. Now this shop can be your own or shared or rented. If the shop is your own or rented there will be only your products in that shop. If the shop is shared, there will be products of multiple sellers in that shop. A common example is a departmental store which has products from multiple brands in the shop.
- Similarly, in E-commerce the shop is the website where your products are displayed. If it is your own website it will exclusively showcase your products. In this case the cost that you will incur will be:
  - Developing the website
  - Hosting the website
  - Maintenance of the website
- If you rent a website it will also showcase your own products but the development, hosting and maintenance parts goes to the owner. This saves time and the cost to manage these activities.
- Smaller companies usually go for renting a website and the bigger ones develop their own website.
- The concept of shared platforms has become very popular in recent times. In this platform the sellers have to register and then they can sell their goods on a common platform. Among the most popular of these are Amazon, Myntra, Flipkart, etc.

### Role Play

- Tell the participants to choose a product or service that they want to sell online.
- Tell them to write a brief note explaining how they will use existing e-commerce platforms, or create a new e-commerce platform to sell their product or service.



**Ask** 

- How much money are you carrying in your wallet?
- Do you have a credit/debit card?
- How do you make payments while doing online shopping?

**Say** 

- Demonetization has made carrying cash in the wallet very difficult. People either shop through cards or some other form of digital money.
- So what do you think is digital money?
- In this form the money is both paid and received digitally. There is no hard cash involved. It is an instant and convenient way to make payments.
- There are various types of digital payments. Let us discuss some of them in brief here.
- The first one is the most commonly used system i.e. the cards. Debit card, credit card, prepaid card, all fall under this category.
- Then is the e-wallet or the mobile wallet. This has become the most used form of digital money after demonetization. Examples are Paytm, state bank buddy, Freecharge, etc.
- Many other forms of digital money are also coming up in market like mobile apps, Aadhar card based payment, etc.

**Do** 

- Demonstrate how to make and receive payments through digital models like Paytm and state bank buddy.

**Ask** 

- Why do you think people have started using digital money instead of hard cash? Is demonetization the only reason?

**Say** 

- Digital money gives a lot of advantages over the conventional hard cash. Some of them are:
  - ♦ Digital payments are easy and convenient. You do not need to take loads of cash with you, a mobile phone or a card will suffice.
  - ♦ With digital payment modes, you can pay from anywhere anytime.
  - ♦ Digital payments have less risk.

**Summarize** 

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of e-commerce and digital money.



## UNIT 17.3 Money Matters

### Key Learning Outcomes



**At the end of the unit, you will be able to make the students:**

1. Discuss the importance of saving money
2. Discuss the benefits of saving money
3. Discuss the main types of bank accounts
4. Describe the process of opening a bank account
5. Differentiate between fixed and variable costs
6. Describe the main types of investment options
7. Describe the different types of insurance products
8. Describe the different types of taxes
9. Discuss the uses of online banking
10. Discuss the main types of electronic funds transfer

## UNIT 17.3.1 Personal Finance – Why to Save?

### Unit Objectives

At the end of the unit, you will be able to make the students:

- Discuss the importance of saving money
- Discuss the benefits of saving money

### Resources to be Used

- Participant Handbook

### Ask

- How many of you save money?
- Why do you feel the need to save it?
- Do you plan your savings?
- Where do you keep the money you save?
- How do you use the money that you have saved?

### Example

- Let's look at these two examples:

#### Example 1:

Suhani works in a good company and earns Rs.30,000 month. She always saves 5000 per month and keeps it aside as a personal saving. She keeps the money at home and has saved quite a lot. One day her mother has a medical emergency and has to be taken to the hospital. Her family is worried about the amount they have to spend for the treatment. It will cost them atleast 40,000.

Suhani says tells her family not to worry and that she has about 50,000, which she has saved over the months.

#### Example 2:

Jasmeet works in the same company and earns the same as Suhani. She is very fond of shopping and spends most of her money on buying new clothes. At the end of the month, she is always asking her father for money as her pay is finished.

### Ask

- Who do you identify with –Suhani or Jasmeet ?
- How do you think Suhani manages to save money which Jasmeet is unable to do?

### Say

- We should always set aside some and save some money from our monthly pay. The future is unpredictable. Saving money not only gives you a sense of financial security but it can be used in case of emergencies.
- Discuss “Importance of Saving” with the participants as given in the Participant Handbook.

### Ask

- What are the benefits of saving money?
- What does being financially independent mean to you?

## Say

- Discuss “Benefits of Saving” with the participants as given in the Participant Handbook.
- Now let us continue with Suhani's story. Suhani has told her family not to worry and that she has about 50,000, which she has saved over the months. The family is happy about Suhani's decision of saving money, which will be of great help for them now.

Suhani is going to the hospital today to pay the first instalment for the treatment. Suddenly finds only 35,000 in her cash box when she counts and does not remember using it. She has not kept any record and now she is upset.

## Ask

- Was it a good decision by Suhani to save a part of her earnings every month?
- Was it a wise decision to keep all her savings as cash in a cash box?
- Could she have managed to save money in a better and more effective manner?
- Do you want to learn how to save money and use it effectively?

## Say

- Let's learn personal saving with the help of a group activity.

## Team Activity

### Personal Finance- Why to save

- This activity has two parts:

#### PART 1

#### WAYS TO SAVE MONEY

- You are earning 30,000/- per month. You have recently changed your job and have to move to a metropolitan city. You are now living as a paying guest paying 10,000/- per month. Your other estimated expenditures like travel, food, recreation would be around Rs. 17, 000 per month.
- Make a list of different ways to save money.

#### PART 2

#### HOW WILL YOU USE THE MONEY

- After a year how much have you been able to save?
- How will you use the money that you have saved?

## Do

- Divide the class into groups of four.
- Instruct the participants to think and prepare a list of the various ways they can save money.
- Give the participants 10 minutes to prepare the list.
- Once done, instruct them to think of how they could use the money they have saved.
- Give the participants 10 minutes to prepare the list.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

### Activity De-brief

- What were the different ways you could save money?
- How much money were you able to save?
- How will you use the money you have saved in one year?

## Say



- Discuss the importance of personal finance and why it is important to save money.

## Summarize



**You can summarize the session by discussing:**

- The importance of saving money.
- Ways to save money.
- How the money saved can be used for different purposes.

## UNIT 17.3.2 Types of Bank Accounts, Opening a Bank Account

### Unit Objectives

At the end of the unit, you will be able to make the students:

- Discuss the main types of bank accounts
- Describe the process of opening a bank account

### Resources to be Used

- Account opening sample forms
- Participant Handbook

### Ask

- How many of you save money?
- Where do you keep the money you save?
- How many of you have a bank account?
- What type of account do you have?

### Example

- Let's look at the given example:

Reena is in the third year of college but in the evening she gives tuitions for children living in her colony. She earns 15,000/- per month. As her students stay in different parts of the city, she has to walk a lot.

To save time, she decides to buy a second hand scooter for herself. But she has to save money for it. Her class mate advises her to open a recurring deposit account in the bank.

She goes to the bank close to her home. The personal manager gives her some forms to fill. She is confused as she has never done this before. Her elder sister has an account in the same bank. She asks for help from her sister. She goes to the bank the next day with her sister. The personal banker gives her a list of documents that she will need to submit with the form for opening an account. The banker advises her to open a 6 months recurring deposit.

### Ask

- Do you try to save money monthly but have to spend it on unforeseen expenditure?
- Have you ever thought of depositing your savings in a bank?

### Say

- Before opening a bank account, you need to know the types of accounts we have in India.
- Discuss "Types of Bank Accounts" with the participants as given in the Participant Handbook.

### Ask

- Can someone say what are the different types of bank accounts?

## Say

- Let's learn about the different types of bank accounts through an activity.

## Team Activity

- Divide the class in four groups.
- Label the groups as savings account, current account, recurring account and fixed deposit.
- On a chart paper, ask them to write the key points of their account.

### Activity De-brief

- Ask each group to present the key points of their account.

## Say

- Now that you know about the four different types of accounts, let's learn how to open a bank account.
- Discuss "Opening a Bank Account" with the participants as given in the Participant Handbook.
- Discuss "Tips" that the participants should keep in mind while opening a bank account as given in the Participant Handbook.

## Ask

- What are the main documents required for opening a bank account?
- What are some important points to ask the bank personnel while opening an account?

## Say

- Mention officially valid KYC documents (refer to the Participant Handbook)
- Now, let's understand the procedure of opening a bank account through an activity.

## Team Activity

### Opening a Bank Account

- This activity is done in groups.
- Divide the class in groups of four or six.

#### PART 1

#### FILLING A BANK ACCOUNT OPENING FORM

- You have to fill a bank opening form.
- You can refer to the section "Opening a Bank Account" of your Handbook for reference.
- List all the steps that you will be required to fill in the form.
- List the documents that you needs for filling the form.
- Now fill in the form.

### Activity De-brief

#### How did you design the form?

- What all details did you fill in the form?
- What were your KYC documents?
- How would this activity help you in future?



## Do

- Instruct the participants to read the section "Opening a Bank Account" of the Participant Handbook.
- Give each group one sample account opening form.
- Give the participants 5 minutes to read the form.
- Give them 15 minutes to fill it.
- Assist them by explaining each category and how to fill it.
- Keep a check on time.
- Tell the group to wind up quickly if they go beyond the given time limit.

## Summarize

### Note:

- You can summarize the unit through a role play.
  - ♦ A person wanting to open an account in the bank.
  - ♦ What is the procedure that he will go through?
  - ♦ Discuss the key points of different types of bank accounts.
  - ♦ How to select the type of account
  - ♦ How to fill the account opening form.
- A sample account opening form is given in the following page for reference. Use it for the activity in the class.

### Sample Bank Account Opening form.

<b>Photograph</b>	XXX Bank		
SAVING BANK ACCOUNT OPENING FORM			
Account No.: _____		Date: _____	
Name of the Branch			
Village/Town			
Sub District / Block Name			
District			
State			
SSA Code / Ward No.			
Village Code / Town Code		Name of Village / Town	
<b>Applicant Details:</b>			
Full Name	Mr./Mrs./Ms.	First	Middle Last Name
Marital Status			
Name of Spouse/Father			
Name of Mother			
Address			
Pin Code			
Tel No. Mobile			Date of Birth
Aadhaar No.			Pan No.
MNREGA Job Card No.			
Occupation/Profession			
Annual Income			
No. of Dependents			

<b>Detail of Assets</b>	Owning House : Y/N	Owning Farm :
	Y/N	
	No. of Animals :	Any other :
<b>Existing Bank A/c. of family members / household</b>	Y / N	If yes, No. of A/cs. _____
<b>Kisan Credit Card</b>	Whether Eligible Y / N	

I request you to issue me a **Rupay Card**.

I also understand that I am eligible for an Overdraft after satisfactory operation of my account after 6 months of opening my account for meeting my emergency/ family needs subject to the condition that only one member from the household will be eligible for overdraft facility. I shall abide by the terms and conditions stipulated by the Bank in this regard.

**Declaration:**

I hereby apply for opening of a Bank Account. I declare that the information provided by me in this application form is true and correct. The terms and conditions applicable have been read over and explained to me and have understood the same. I shall abide by all the terms and conditions as may be in force from time to time. I declare that I have not availed any Overdraft or Credit facility from any other bank.

**Place:**

**Date:**

**Signature / LTI of Applicant**

**Nomination:**

I want to nominate as under				
Name of Nominee	Relationship	Age	Date of Birth in case of minor	Person authorised in case to receive the amount of deposit on behalf of the nominee in the event of my /minor(s) death.

**Place:**

**Date:**

**Signature / LTI of Applicant**

**Witness(es)\***

1. \_\_\_\_\_

2. \_\_\_\_\_

\*Witness is requires only for thumb impression and not for signature

## UNIT 17.3.3 Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

- Differentiate between fixed and variable costs

### Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

### Ask

- What is cost?
- Will a telephone bill fall under the category of a fixed or variable cost?

### Say

- Discuss: Fixed and Variable cost with examples. Let us do a small activity.

### Team Activity

**Identify the type of cost**

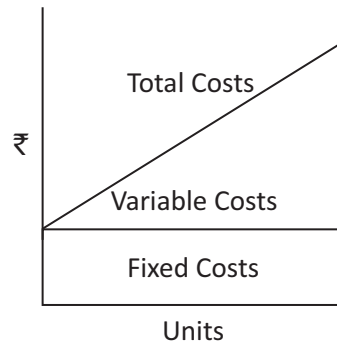
1. Rent
2. Telephone bill
3. Electricity bill
4. Machinery
5. Insurance
6. Office supplies/ Raw materials
7. Employee salaries
8. Commission percentage given to sales person for every unit sold
9. Credit card fees
10. Vendor bills

### Do

- Divide the class into two groups. Read out the list of costs given in the activity.
- Read out each item from the cost list and ask the groups in turns to identify whether it is a fixed or variable cost.

## Say

- We saw that your utility bills like rent, electricity, telephone etc. are all fixed costs because you have to pay it every month.
- Variable costs is an expense which varies with production output or volume. For example commission, raw material etc.
- Discuss “Cost: Fixed vs. variables” with the participants as given in the Participant Handbook.
- Illustrate the relation between the costs with a graph.



- Let's learn the difference between fixed and variable cost with the help of an activity.

## Team Activity

### Fixed vs. Variable Costs

- This is a group activity.

- You want to start your own entrepreneur business.
- State the type of business you want to start.
- List down all the cost or requirements for your business.
- How will you differentiate between the fixed and variable cost.

### Activity De-brief

- What is the total cost of your business?
- What are the fixed costs?
- What are the variable costs?
- How did you differentiate between the fixed and variable costs?

## Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a sheet of paper.
- Tell the participants that they have to start their own entrepreneur business.
- Ask them the type of business they want to start.
- Instruct them to differentiate between the fixed and the variable costs of the business they want to start.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

## Summarize

- Note: You can summarize the unit either by having a role play between a consultant and a budding entrepreneur explaining the differences between fixed and variable costs or by discussing the key points of the unit.

## Notes for Facilitation

- Answers for the activity - Identify the type of cost

1. Rent	(Fixed)
2. Telephone bill	(Fixed)
3. Electricity bill	(Fixed)
4. Machinery	(Fixed)
5. Insurance	(Fixed)
6. Office supplies/Raw materials	(Variable)
7. Employee salaries	(Fixed)
8. Commission percentage given to sales person for every unit sold	(Variable)
9. Credit card fees	(Variable)
10. Vendor bills	(Variable)

## UNIT 17.3.4 Investments, Insurance and Taxes

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

- Describe the main types of investment options
- Describe the different types of insurance products
- Describe the different types of taxes

### Resources to be Used

- Participant Handbook

### Ask

- Ask the participants- “What do you see first thing in when you get your mobile bill? Apart from the amount and due date do you have a look at the taxes you are being billed for?”
- Why do you think people get their cars insured or have a medical insurance?
- You have saved money and want to invest it, how would you decide what is the best investment for your money?

### Example

- Let's have a look at a few scenarios.

Ranbir has sold his house and deposited the money in his bank. His Chartered Accountant tells him that he will have to re-invest the money otherwise he will have to pay capital tax. What is capital tax and how is it different from income tax?

Jasmeet and Anup are blessed with a baby girl. They decide to have an insurance policy that will mature when their daughter is ready to higher education.

Shivani is working in a corporate office and getting good pay. She will have to pay income tax so she decides to invest her money in tax saving schemes. She goes to the bank manager to discuss the best products in which she can invest.

### Say

- Discuss the Investment, Insurance and Taxes as given in the Participant Handbook.

### Ask

- How do investments, insurances and taxes differ from each other?

### Say

- Let's learn the differences between the three by having an activity.

### Say

- We will have a quiz today.

## Team Activity

- The activity is a quiz.

## Do

- Divide the class into groups of three and give a name to each group
- Explain the rules of the quiz. For each correct answer the group gets 1 mark. If the group is unable to answer the question is rolled over to the next group.
- Explain the purpose and duration of the activity.
- On the blackboard write the names of the groups.
- Ask the questions of the quiz.
- Keep a score for the groups.
- Set guidelines pertaining to discipline and expected tasks.

## Summarize

- Summarize the unit by discussing the key points and answering question

## Notes for Facilitation

### Questions for the quiz

1. What are bonds?  
*Bonds are instruments used by public and private companies to raise large sums of money.*
2. Who issues the bonds?  
*Private and public companies issue the bonds.*
3. Why are bonds issued?  
*To raise large amount of money as it cannot be borrowed from the bank.*
4. Who is the buyer of stocks and equities?  
*The general public is the buyer.*
5. What types of scheme is the Sukanya Samriddhi Scheme?  
*Small Saving Scheme*
6. What is the difference between mutual and hedge funds?  
*Mutual funds are professionally managed financial instruments that invest the money in different securities on behalf of investors. Hedge funds invest in both financial derivatives and/or publicly traded securities.*
7. Why is a loan taken from the bank to purchase real estate?  
*To lease or sell to make profit on appreciated property price.*
8. Name the two types of insurances?  
*Life Insurance and Non-life or general insurance*
9. Which insurance product offers financial protection for 15-20 years?  
*Term Insurance*
10. What is the benefit of taking an endowment policy?  
*It offers the dual benefit of investment and insurance.*
11. Mr. Das gets monthly return on one of his insurance policies. Name the policy?  
*Money Back Life Insurance*

12. What are the two benefits of a Whole Life Insurance?

*It offers the dual benefit of investment and insurance*

13. Which policy covers loss or damage of goods during transit?

*Marine Insurance*

14. After what duration is the income tax levied?

*One financial year*

15. What is long term capital gain tax?

*It is the tax payable for investments held for more than 36 months.*

16. Name the tax that is added while buying shares?

*Securities Transaction Tax*

17. What is the source of corporate tax?

*The revenue earned by a company.*

18. Name the tax whose amount is decided by the state?

*VAT or Value Added Tax*

19. You have bought a T.V. What tax will you pay?

*Sales Tax*

20. What is the difference between custom duty and OCTROI?

*Custom duty is the charges payable when importing or purchasing goods from another country. OCTROI is levied on goods that cross borders within India.*



## UNIT 17.3.5 Online Banking, NEFT, RTGS, etc.

### Unit Objectives

At the end of the unit, you will be able to make the students:

- Discuss the uses of online banking
- Discuss the main types of electronic funds transfer

### Resources to be Used

- Participant Handbook
- Computer System with internet connection
- Debit card

### Ask

- When was the last time you visited a bank?
- How do you pay your bill for electricity and telephone?
- Have you ever tried to transfer money from one bank account to another bank account using the online banking facility?

### Say

- Most of us lead a busy life. Time has become more important than money. In this busy schedule no one has time to stand in bank queues. That's where Online Banking comes in. Online banking or internet banking means accessing your bank account and carrying out financial transactions through the internet.
- Discuss "What is online banking?" from the Participant Handbook.
- There are various advantages of online banking:
  - ♦ It saves time, as you need to visit the branch. .
  - ♦ You can conduct your banking transactions safely and securely without leaving the comfort of your home.
  - ♦ Online Banking also gives you round the clock access.
  - ♦ Online Banking makes it possible for you to pay your bills electronically.

### Do

- Show them how they can use the internet banking.
- Use the computer system and show the demo videos on how to use internet banking provided on most banking sites. the computer system.
- Tell the class the various features of online banking:
  - ♦ Through their website set-up your online account.
  - ♦ Choose a secure username and password.
  - ♦ Set-up your contact information.
  - ♦ Once your information is verified, you are good to go.
  - ♦ Once you enter the portal explore all the features and learn your way through the portal.
- Discuss about maintaining the security of the online account.

## Say

- One of the biggest advantage that online banking offers, as discussed earlier, is transferring money from one account to another. This transaction is called electronic funds transfer. Electronic transfers are processed immediately with the transferred amount being deducted from one account and credited to the other in real time, thus saving time and effort involved in physically transferring a sum of money.
- Discuss “Electronic Funds Transfer” from the Participant Handbook.

## Do

- Discuss how to transfer money from one account to another using online banking (NEFT/ RTGS, etc.).
- Illustrate with an example.

## Summarize

- Close the discussion by summarizing the about online banking.
- Ask the participants if they have any questions related to what they have talked about so far.



## UNIT17.4 Preparing for Employment & Self Employment

### Key Learning Outcomes

**At the end of the unit, you will be able to make the students:**

1. Discuss the steps to follow to prepare for an interview
2. Discuss the steps to create an effective Resume
3. Discuss the most frequently asked interview questions
4. Discuss how to answer the most frequently asked interview questions
5. Identify basic workplace terminology

## UNIT 17.4.1 Interview Preparation: How to Prepare for an Interview?

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

- Discuss the steps to follow to prepare for an interview

### Resources to be Used

- Participant Handbook

### Ask

- Have you ever attended an interview?
- How did you prepare before going for an interview?

### Say

- An interview is a conversation between two or more people (the interviewer(s) and interviewee) where questions are asked by the interviewer to obtain information from the interviewee.
- It provides the employer with an opportunity to gather sufficient information about a candidate and help them select the ideal candidate.
- It also provides the interviewee with an opportunity to present their true potential to the employer, build confidence and help make a decision about the job by asking questions regarding designation, salary, perks, benefits, promotions, transfers, etc.
- Let's do an activity to understand how to prepare for interviews better.

### Activity 1

- Introducing Yourself

### Do

- Select a participant and ask him/her to answer the following questions: "What can you tell me about yourself?"
- Give the participant at least one minute to speak.
- Once he/she is done, ask the rest of the participant what they gathered about the participant who was providing information.
- Now repeat the exercise with five other participants.

### Ask

- What information you should include when you are describing or introducing yourself in an interview?
- What information you should not include when you are describing or introducing yourself in an interview?

## Say

- Tell the participants that when an interviewer asks you to say something about yourself, he/she is not asking you to present your life history.
- Introduction should be short and crisp, and should present you in a positive light. It should include the following points:
  - ♦ Any work experience that you might have
  - ♦ A brief summary of your educational qualifications
  - ♦ Your strengths and achievements
  - ♦ Any special projects that you might have been part of
- The following topics should be avoided during an introduction:
  - ♦ Detailed description of your family (unless you are specifically asked to do so)
  - ♦ Too much information about your weaknesses
  - ♦ Information that is not true

## Do

- Congratulate each participant for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.

## Activity 2

- Planning the right attire

## Do

- Describe 2 individuals to the participants. One is wearing a casual t-shirt, jeans, and slippers. He has not combed his hair and neither has he trimmed or shaved his beard. The other individual is dressed formally with a shirt and pant, and is well-groomed. He has also worn formal shoes and a belt. Ask the participants which person would they prefer to hire in their organization and why?

## Summarize

- Close the discussion by discussing 'how to prepare for an interview' as discussed in the Participant Handbook.
- You can add the following points to it:
  - ♦ Tell the participants to create a positive and good impression in an interview. It is important for them to prepare for an interview beforehand.
  - ♦ The interviewer analyses not only your technical knowledge in relation to the job, but also whether or not you are a fit for the organization.
  - ♦ Every employer looks at the whole package and not just one or two things in isolation. Therefore, the way you dress and the way you present yourself is also important along with your skills and talents.
  - ♦ The participants will get only one chance to create a good first impression.

## UNIT 17.4.2 | Preparing an Effective Resume: How to Create an Effective Resume?

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

- Discuss the steps to create an effective Resume

### Resources to be Used

- Participant Handbook
- Blank papers
- Pens

### Ask

- When preparing for an interview, what are the most important things that you need to do?
- What documents do you carry with you, when you go for an interview?
- What is a resume?
- Why do you need a resume?

### Say

- Resume is not just a sheet of paper with your qualifications printed on it.
- It is a selling tool that will help the employer to see how and what you can contribute for company.
- Talk about the steps involved in creating an effective/attractive resumes discussed in the Participant Handbook.
- Now let's prepare a resume to understand the process in a better way.

### Do

- This is an individual activity.
- Give the details of the activity.
- Instruct them to read the activity carefully.
- The participant is expected to make an attractive resume based on the information provided.
- Give the class 25-30 minutes to study the case and create a resume.
- At the end of 30 minutes, the participants should exchange the resume with the person sitting next to him or her.
- Every participant will evaluate the resume prepared with their fellow participants.

### Say

- Do you think the candidate should apply for the job posting described in the advertisement?
- We have already discussed the steps involved in creating an effective/attractive resumes.
- Now let's prepare a resume for the candidate details given in the activity.

## Activity

### Case Study Analysis

- In the first section of the activity, you are being given the information about a candidate who is applying for a particular job.
- In the second section, you are being given the detailed description of the job posting. Create a resume for the candidate to apply for the job posting.
- Use the information that has been provided about the candidate to create this resume.

### Candidate Details

Nipesh Singla was born on 20th April, 1988 in Chandigarh, India. He currently resides at 1XX7, Sector XX D, Chandigarh –160018. His mobile number is 988XXXXX01, and e-mail address is nxxxxxxxla@gmail.com. Nipesh attended middle and senior school at Government Boys Senior Secondary School, Sector 15, Chandigarh. He has been a very talented boy since school. He was fond of painting and watching old Hindi movies. As part of a school charity program, he volunteered at the children's hospital during his senior years.

In July 2007, he joined Westwood School of Hotel Management, Zirakpur to pursue a diploma course in Hotel Management and Catering. After completing this course, he joined XYZ Group of Hotels as a Housekeeping intern in June 2010 for six months. In this role, he was responsible for cleanliness and maintenance of one floor in the hotel. Taking advantage of his strong interpersonal skills, he also got opportunities to make housekeeping arrangements for corporate meetings. While pursuing education, he gained working knowledge of Microsoft Word, Excel, Access and PowerPoint.

Nipesh is detail-oriented, flexible and adaptable. He has successfully worked with a diverse work force. He gelled well with his peers, both in college and during his internship. After completing the internship, his objective has been to find a job opportunity where he can use his skills and experience. Backed by experience, he is confident about his skills as housekeeping assistant.

### Job Posting

\* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

What's your passion? Whether you're into cricket, reading or hiking, at IHG we are interested in YOU. At IHG, we employ people who apply the same amount of care and passion to their jobs as they do in their hobbies - people who put our guests at the heart of everything they do. And we're looking for more people like this to join our friendly and professional team.

THE LOCATION:

At the moment, we are looking for HOUSEKEEPING SUPERVISOR to join our youthful and dynamic team at Holiday Inn Amritsar, Ranjit Avenue in Amritsar, Punjab (India). Holiday Inn Amritsar is ideally located in Amritsar's commercial district on Ranjit Avenue with the world famous Golden Temple located only a short distance away. Sparkling chandeliers mark an incomparable arrival experience as you escape to the welcoming environment that is, Holiday Inn Amritsar. The fresh international brand to celebrate and explore Amritsar.

*Salary:* Negotiable

*Industry:* Travel / Hotels / Restaurants / Airlines / Railways

*Functional Area:* Hotels, Restaurants

*Role Category:* Housekeeping

*Role:* Housekeeping Executive/Assistant.

*Desired Candidate Profile*

Friendly, pleasant personality, Service - oriented.

You should ideally be Graduate/ Diploma holder in HM and at least 2 years of experience as a supervisor in good brand with good communication skills, English is a must.



In return we'll give you a competitive financial and benefits package. Hotel discounts worldwide are available as well as access to wide variety of discount schemes and the chance to work with a great team of people. Most importantly, we'll give you the room to be yourself.

\*Please get in touch and tell us how you could bring your individual skills to IHG.

Education-

*UG:* Any Graduate/ Diploma holder

*PG:* Post Graduation Not Required

## Say

- Now, let's share the resume with the fellow participant sitting next to you and evaluate each other's effort.

## Do

- Congratulate each participant for making their first attempt towards creating an effective resume.
- As a follow up activity, you can suggest them to prepare their own resume and show it to you the next day.

## Summarize

- Close the discussion by showing some effective resume samples to the candidates.
- Ask the participants what they have learnt from this activity.
- Ask if they have any questions related to what they have talked about so far.

## Notes for Facilitation

- Keep printed copies of the activity ready for the session.
- Put down the suggested format of the resume on the board while explaining the steps in preparing a resume.
- Do check the participants' resume and suggest necessary changes.
- Suggested example for the case presented:

Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01

E-mail: nxxxxxxxxla@gmail.com

**Objective:** Seeking an opportunity to use my interpersonal skills and experience to contribute to your company's growth, profitability and objectives.

### Professional strengths:

- Proficient in housekeeping
- Experienced in and capable of working with a diverse work force
- Team player and friendly in nature
- Successful working in a multi-cultural environment

- Detail oriented, flexible, and adaptable
- Knowledge of Microsoft Word, Excel, Access and PowerPoint

**Educational background:**

- Diploma in Hotel Management and Catering, Westwood School of Hotel Management, Zirakpur
- High School, Government Boys Senior Secondary School, Sector 15, Chandigarh

**Professional internships:**

- Housekeeping Intern, XYZ Group of Hotels, New Delhi (June 2010 – August 2010)
  - ♦ Responsible for cleanliness and maintenance of one floor in the hotel.
  - ♦ Got opportunities to make housekeeping arrangements for corporate meetings.

**Volunteer Work:**

- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

## UNIT 17.4.3 Interview FAQs

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

- Discuss the most frequently asked interview questions
- Discuss how to answer the most frequently asked interview questions

### Resources to be Used

- Participant Handbook

### Say

- Tell the participants you will provide them with interview situation and questions and they have to try to answer them.
- Tell them you will also explain the different ways to approach these questions.

### Do

- Divide the class in pairs and ask the participants to perform a role play.
- One partner will play the role of the interviewer while the other will play the role of the interviewee.
- Tell them the interviewer can start the interview by asking the interviewee to introduce himself/herself.
- Call all the pairs one by one in front of the class to enact the role play.
- Follow the same pattern for all other situations.
- Time allotted for each situation is 8-10 minutes.
- Congratulate each participant for giving their input.
- Ask the class to applaud each time a team has completed their role play.
- Keep a check on time.

### Role Play

Conduct a role play for the situation given.

#### Situation 1

- The interviewer will start by asking the interviewee a few generic questions such as:
  - ♦ What is your name?
  - ♦ Tell me something about yourself?
  - ♦ Can you tell me something about your family?
- Then, the interviewer will bluntly ask the following questions:
  - ♦ How do you explain this huge time gap in your resume?
  - ♦ What is the reason for this?
  - ♦ Weren't you looking for a job or is it that no one selected you?

## Say

### De-brief:

- When you put information on your resume, you should be prepared to answer any questions about it.
- Be present and focused on the questions being asked to you.
- One way of tackling the blunt questions is to tell the interviewer you did not come across an opportunity where you were sufficiently satisfied with both the remuneration offered as well as the profile. Therefore, you waited for the right opportunity to come along while looking for an ideal job.

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 2

- The interviewer will start by asking the interviewee a few generic questions such as:
  - ♦ What is your name?
  - ♦ Tell me something about yourself?
  - ♦ Can you tell me something about your family?
- Then, at the end of the interview, ask the interviewee:
  - ♦ There are over 200 people who have applied for this job, some with excellent work experience. Why should I hire you?

## Say

### De-brief:

- There is nothing wrong with stating your strengths and achievements. However, do not come across as arrogant or too boastful.
- You need show the interviewee that you have unique skills or talents to contribute to the company. The interviewer needs to know how you stand apart from the rest of the crowd.
- Tell the interviewer you are looking forward to working with the company and that you are a hard-working individual.

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 3

- The interviewer will start by asking the interviewee a few generic questions such as:
  - ♦ What is your name?
  - ♦ Tell me something about yourself?
  - ♦ Can you tell me something about your family?
- Then, lean forward, clasp your hands on the table and in a soft voice ask the interviewee:
  - ♦ Did you ever experience any neglect or disregard from your previous office? In other words, did you ever suffer because your office or team displayed favouritism?

## Say

### De-brief:

- Keep this in mind: Do not criticize anyone during an interview.
- You are free to express your opinion, however, your language, answers, body language, and the tone of your voice should remain constructive and neutral.
- Since criticism will show you in negative light, you should keep your answers honest yet diplomatic.
- You can tackle such questions by saying, “I got along well with most of my faculty and peers.”

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 4

- The interviewer will start by asking the interviewee a few generic questions such as:
  - ♦ What is your name?
  - ♦ Tell me something about yourself?
  - ♦ Can you tell me something about your family?
- Then very bluntly ask the interviewee:
  - ♦ How long do you plan to stay with this company if you are selected?
- After the candidate responds, ask sarcastically:
  - ♦ Do you seriously mean that?

## Say

### De-brief:

- Don't provide unreal and idealistic answers.
- Your answers should be honest yet diplomatic. In a situation like this, the interviewer does not expect you to provide a specific timeline.
- You can say something like, “I would like to stay with the company as long as I can contribute constructively and develop as an employee, within the organization, professionally and financially.”

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 5

- The interviewer will start by asking the interviewee a few generic questions such as:
  - ♦ What is your name?
  - ♦ Tell me something about yourself?
  - ♦ Can you tell me something about your family?
- Ask him/her how important he/she thinks it is to be punctual in the corporate world.
- After he/she answers, look up sternly at the interviewee and in a crisp voice, say:
  - ♦ You were late for this interview by 10 minutes. That surely does not seem to be in line with what you just said?

## Say

### De-brief:

- Politely apologize for being late.
- You can add something such as, “I assure you this is not a habit”. All your future actions should be in line with this statement.
- Avoid giving any excuses.
- You might feel obligated to provide a justification for your tardiness, but the interviewer is not interested in that.
- Do not over apologize. Once this response is out of the way, turn your focus back to the interview.

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 6

- The interviewer will start by asking the interviewee a few generic questions such as:
  - ♦ What is your name?
  - ♦ Tell me something about yourself?
  - ♦ Can you tell me something about your family?
- After asking a few academic or job-related questions, ask the interviewee:
  - ♦ If you get this job, what salary package do you expect us to give you?

## Say

### De-brief:

- If there is no way for you to avoid this question, respond to the interviewer by providing a reasonable and well-thought out salary range.

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 7

- The interviewer will start by asking the interviewee a few generic questions such as:
  - ♦ What is your name?
  - ♦ Tell me something about yourself?
  - ♦ Can you tell me something about your family?
- Then, bringing the interview to a close, ask the interviewee:
  - ♦ Do you have any questions for me?

## Say

### De-brief:

- Ask relevant questions.
- Don't bombard the interviewer with questions.
- If you have questions about the result of the interview, you can limit your questions to 1 or 2. Keep them short and relevant like:
  - ♦ When will I be informed about the results of the interview?
  - ♦ What are the working hours?
  - ♦ Will the job require me to travel?

## Explain

- Tell the participants to be prepared for answering different types of questions in an interview.
- Stay calm and focused, and take a moment to think about how you should respond. Always maintain a confident tone.
- Even if you don't intend to, your body language conveys your level of discomfort with a particular question. Try to keep your actions, tone, and gestures neutral.
- Maintain your composure while answering personal question.

## Do

- Tell all the participants to form pairs again.
- Tell them to use the following list of frequently asked interview questions to conduct mock interviews.
- They will use all or some of these questions to conduct mock interviews with their partners.
- One partner will play the role of the interviewer while the other will play the role of the interviewee.
- After they are through asking and answering the questions, the roles will be reversed.
- The same list of questions will be used again.
- After each mock interview ask the interviewer to provide feedback and clear any doubts that may arise.
- Time allotted for each situation is 30-35 minutes.

## Activity

### Mock Interview Questions

Mock Interview Questions
Tell me something about your family.
What qualities would you look for in a Manager or a Supervisor?
Why did you apply for this job?
What do you know about this company?
How do you deal with criticism?
How do you plan to strike a good work-life balance?
Where do you see yourself five years from now?
Have you applied for jobs in other companies?
What kind of salary do you expect from this job?
Do you have any questions for me?

## Summarize

- Close the discussion by discussing the questions in the both activities.
- Ask the participants what they have learned from this activity.
- Ask if they have any questions related to what they have talked about so far.

## UNIT 17.4.4 Work Readiness – Terms and Terminology

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

- Identify basic workplace terminology

### Resources to be Used

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens

### Ask

- What do you understand by workplace terminology?
- Are offer letter and contract of employment the same?

### Say

- Let's start this unit with an activity.

### Team Activity

#### Workplace terminology

- This is a group activity conducted in three parts.

#### Part 1

Sheila received a call from the recruiter of MND Company. Before she is recruited by the company, think of the recruitment process she will have to go through. Start from the telephone call to signing her letter of acceptance. Write down all the words that come to your mind.

#### Activity De-brief

- Have the participants read out the words they have written
- Encourage all the participants to participate in the activity

### Do

- Divide the class into small groups of 4 or 6.
- Instruct the participants that they will be doing a brainstorming activity.
- Give them one chart paper each. Tell them to divide the chart in two parts.
- Instruct them that they have to use one half of the chart paper now. The other half will be used later.
- The participants have to write all the words that come to their mind related to the recruitment process.
- Give them 10 minutes to do the activity.
- Tell them that there are no right or wrong answers.
- Keep a track of the time.



## Say

- You all know quite a few words related to the terms used in the office.
- Let us talk about some new terms that have been missed out.
- Discuss “Work Readiness – Terms and Terminology” with the participants as given in the Participant Handbook.

## Ask

- Why is it important to know the workplace terms?
- How do they help?
- Can the words be categorised further?

## Say

- Let's now continue the activity.

## Team Activity

### Terms and Terminology

- This is again a group activity. The members of the group remain the same as in Activity 1.

#### Part 2

With the help of the new terms you have learned, make a flow chart of the hiring process of MND Company.

#### Activity De-brief

- Ask the groups to share the flow charts and the new terms they added while preparing the flow chart.

## Do

- Instruct the participants that they have to use the 2nd half of the same chart they had used before.
- Using the new terminology and the terms they had previously written on the chart, they have to make a flow chart of the hiring process of the MND Company.
- Give them 10 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

## Say

- Let's go ahead with the activity.

## Team Activity

### Terms and Terminology

- The activity continues with the same group members.

#### Part 3

Sheila now works for the MND Company. She is not aware of the company culture and policies. She goes to the HR Department to get her doubts clarified. Can you think of the terms for which she wants clarity? Make a list of those words.

#### Activity De-brief

- Ask the groups to share their list of words. Some of the words are benefits, comp. time, deduction, employee training, holidays, lay-off, leave, maternity leave, mentor, notice, paternity leave, and time sheet.

## Do



- Instruct the participants to identify the key terms an employee of a company should know. They can use the same chart paper for this activity.
- Give them 5 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

## Summarize



- Note: You can either summarize the key points of the unit or have a role play where an employee has just joined a company and the HR Manager explains the terms of employment.

## UNIT 17.5 Understanding Entrepreneurship

### Key Learning Outcomes



**At the end of the unit, you will be able to make the students:**

1. Discuss the concept of entrepreneurship
2. Discuss the importance of entrepreneurship
3. Describe the characteristics of an entrepreneur
4. Describe the different types of enterprises
5. List the qualities of an effective leader
6. Discuss the benefits of effective leadership
7. List the traits of an effective team
8. Discuss the importance of listening effectively
9. Discuss how to listen effectively
10. Discuss the importance of speaking effectively
11. Discuss how to speak effectively
12. Discuss how to solve problems
13. List important problem solving traits
14. Discuss ways to assess problem solving skills
15. Discuss the importance of negotiation
16. Discuss how to negotiate
17. Discuss how to identify new business opportunities
18. Discuss how to identify business opportunities within your business
19. Explain the meaning of entrepreneur
20. Describe the different types of entrepreneurs
21. List the characteristics of entrepreneurs
22. Recall entrepreneur success stories
23. Discuss the entrepreneurial process
24. Describe the entrepreneurship ecosystem
25. Discuss the purpose of the Make in India campaign
26. Discuss key schemes to promote entrepreneurs
27. Discuss the relationship between entrepreneurship and risk appetite
28. Discuss the relationship between entrepreneurship and resilience
29. Describe the characteristics of a resilient entrepreneur
30. Discuss how to deal with failure

## UNIT 17.5.1 Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

- Discuss the concept of entrepreneurship
- Discuss the importance of entrepreneurship
- Discuss the characteristics of an entrepreneur
- Describe the different types of enterprises

### Resources to be Used

- Participant Handbook

### Say

- Let's start this session with some interesting questions about Indian entrepreneurs.

### Team Activity

#### Quiz Questions

1. Who is the founder of Reliance Industries?  
Dhirubhai Ambani
2. Who is the Chairman of Wipro Limited?  
Azim Premji
3. Who launched e-commerce website Flipkart?  
Sachin Bansal and Binny Bansal
4. Who is the founder of Paytm?  
Vijay Shekhar Sharma
5. Who is CEO of OLA Cabs?  
Bhavish Aggarwal
6. Who is the founder of Jugnoo?  
Samar Singla (autorickshaw aggregator)
7. Who is the founder of OYO Rooms?  
Bhavish Aggarwal

### Do

- Tell them that you will ask them few questions about a few entrepreneurs.
- Divide the class in to two groups.
- In turns ask the quiz questions to the groups.
- If the answer is incorrect pass the question to the other group.
- Share the answer if the groups are not able to answer.
- Congratulate the participants who answered correctly.

## Ask

- What do you understand by entrepreneurs?
- What is the importance of entrepreneurship in today's scenario?
- What do you think are the characteristics of successful entrepreneurs?
- What are different types of enterprises that an entrepreneur in India can own and run?

## Say

- Talk about entrepreneurs, importance of entrepreneurship, characteristics of successful entrepreneurs, and different types of enterprises in India as discussed in the Participant Handbook.
- Tell the participants, stories of successful Indian entrepreneurs- their struggles, the moments of heartbreak, the perseverance and triumph.
- Ask them if they know of any such entrepreneur.

## Summarize

- Close the discussion by summarizing about the opportunities for entrepreneurs in India.

## Notes for Facilitation

- Check out different Government schemes for small entrepreneurs. Share the information with the participants.
- You can tell them about the government websites like Start Up India, [mudra.org.in](http://mudra.org.in) etc.
- Discuss about various schemes and policies by the Government of India for entrepreneurs.

## UNIT 17.5.2 Leadership and Teamwork

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

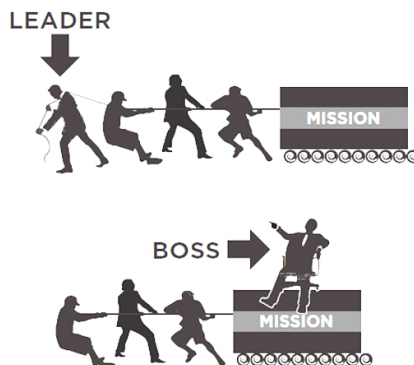
- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team

### Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

### Do

- Show the picture given below to the class.
- Ask them to quickly write on a piece of paper what comes to their mind after seeing the picture.
- Now ask them, “What do you understand from this picture?”
- Encourage participants to share their thoughts.



### Say

- This picture depicts the qualities of a leader and the difference between a leader and a boss.
- A boss focuses on structure and inspires fear whereas a leader follows vision and generates enthusiasm.
- A boss blames employees for the breakdown whereas a leader fixes breakdowns.
- A boss depends on authority whereas a leader depends on goodwill.
- A boss says “I” and a leader says “We.”
- A boss drives employees whereas a leader coaches them.
- A boss takes credit whereas a leader gives credit.

### Say

- Talk about leadership and leadership qualities for an entrepreneur as discussed in the Participant Handbook.

### Ask

- Why is it important for a leader to be effective? How does it help the organization?

**Say** 

- Let us discuss benefits of effective leadership as discussed in the Participant Handbook.
- “Out-of-the-box thinking” is one of the new leadership styles. It means thinking differently and from a new perspective.

**Ask** 

- Do you consider yourself a team player?

**Team Activity** **Long Chain**

- This is a group activity.

**Do** 

- Divide the class into 2 teams.
- Ask each team to create a chain using materials they have in class such as shoe laces, belts, paper, handkerchief, ribbons, etc.
- The team that creates the longest chain wins the game.
- Observe if the participants are interacting with their team or working in isolation.
- Share your observations with the class.

**Say** **De-brief:**

- What did the winning team do differently?
- Who was responsible for the winning team's success?
- How does this activity explain the role of teamwork in entrepreneurial success?

**Say** 

- Tell the class that both the teams performed well.
- Discuss that the objective of this activity was to open communication channels and how this has been achieved.
- The participants should aim to keep the communication channels open when interacting with their peers and team members.
- It will set the pace and enthusiasm required for all the ensuing teamwork activities.
- Talk about teamwork and importance of teamwork in entrepreneurial success as discussed in the Participant Handbook.

**Summarize** 

- Close the discussion by summarizing about the importance of teamwork for employees.
  - Teamwork helps in reducing stress for the employees.
  - Teamwork helps employers in generating more number of solutions to a problem and developing improved communication amongst employees.
- Ask the participants what they have learned from these exercises.
- Ask if they have any questions related to what they have talked about so far.

## UNIT 17.5.3 Communication Skills: Listening & Speaking: The Importance of Listening Effectively

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

- Discuss the importance of listening effectively
- Discuss how to listen effectively
- Discuss the importance of speaking effectively
- Discuss how to speak effectively

### Resources to be Used

- Participant Handbook

### Activity 1

**Activity – Chinese Whisper**

Step 1: Form a circle.

Step 2: Start a whisper chain. Any one participant will whisper a message into his/her neighbour's ear. No one else must hear the message. The message can be serious or downright silly.

Step 3: The next person who first heard the message should whisper the message very quickly to the person sitting next to them.

Step 4: The game goes on until the last person says whatever they heard out loud and the first person reveals the real message.

Compare them and have a great laugh!

### Ask

**De-brief questions:**

- Was the original message the same as the message that is communicated at the end of the game?
- Why do you think there was a difference in the messages?

### Say

- No, the original message was not same at the end of game.
- The barriers to communication like language, disturbance and noise, poor listening skills, boredom, poor speaking skills, etc. are the potential reasons this happens.
- There are various aspects to communication. Speaking skills and listening skills are two major components to any communication. There is always some room for improvement in the way we communicate.
- It is important to accept the reality of miscommunication and work to minimise its negative impacts.



## Say

- Communication is a two-way process where people exchange information or express their thoughts and feelings
- It involves effective speaking and effective listening.
- If I go to the store to get bread, I exchange money for the bread. I give something and get something in return. Communication takes place in the same manner. You have to provide and receive information for communication to take place.

## Ask

- How often do you hear these statements?
  - “You're not listening to me!”
  - “Why don't you let me finish what I'm saying?”
  - “You just don't understand!”
- What do you think the other person is trying to convey to you through these sentences?
- We will not talk about the importance of listening effectively as discussed in the Participant Handbook.

## Say

- Let's play a game to understand effective listening process better.

## Do

- This is a class activity.
- The participants need to answer the questions they hear.
- Instruct them to listen carefully.
- You will read it at a stretch and if need be repeat it once more.
- Tell the participants to raise their hand if they know the answer to the question asked.
- Keep a check on time.

## Activity 2

### Riddles:

Is there any law against a man marrying his widow's sister?

If you went to bed at eight o'clock at night and set the clock's alarm to ring at nine o'clock, how many hours of sleep would you get?

Do they have a 26th of January in England?

If you had only one match and entered a dark room that had a kerosene lamp, oil heater, and a wood stove, what would you light first?

The Delhi Daredevils and the Chennai Super Kings play five IPL matches. Each wins three matches. No match was a tie or dispute. How is this possible?

There was an airplane crash. Every single person died, but two people survived. How is this possible?

If an airplane crashes on the border of two countries, would unidentified survivors be buried in the country they were travelling to or the country they were travelling from?

A man builds an ordinary house with four sides except that each side has a southern exposure. A bear comes to the door and rings the doorbell. What is the colour of the bear?

**Answers:**

There's no law against a man marrying his widow's sister, but it would be the neatest trick in the book since to have a widow, the man would have to be dead.

You'd get one hour's sleep since alarm clocks do not know the difference between morning and night.

Oh, yes. They have a 26th of January in England. They also have a 27th, a 28th, and so on.

First of all, you would light the match.

Who said the Delhi Daredevils and the Chennai Super Kings were playing against each other in those games?

Every SINGLE person died, but those two were married.

You can't bury survivors under any law especially if they still have enough strength to object.

The bear that rang the doorbell would have to be a white bear. The only place you could build a house with four southern exposures is at the North Pole where every direction is in South.

**Ask** **De-brief question:**

- What were the barriers that came into your way of listening?
- How can you overcome barriers to listening?

**Say** 

- There is a difference between hearing and listening.
- If you don't listen properly, the message may be misunderstood.
- Be open-minded while listening to someone.
- It is important to listen effectively and carefully without making assumptions.

**Activity 3** **Elevator Pitch:**

You are in the lift of a hotel and you bumped into your former client who is a famous businessman. He has financed a lot of small business ventures and can finance your new start-up too. After exchanging pleasantries, he asks you what your new company does. You open your mouth, and then pause. Where do you even begin?

Then, as you try to organize your thoughts, his meeting is called, and he is on his way. If you would have been better prepared, you're sure that he would have stayed long enough to schedule a meeting with you too.

If you were given another chance, what would you have said to this person?

**Do** 

- Start off the task by providing a beginning sentence to get the story started, and then go around the classroom getting each one to add a new sentence to keep the story going.
- This task should be done spontaneously allowing only a little time to think (30 seconds).
- For example: **There was once a student who was looking for a job after graduation.**

## Notes for Facilitation

- Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.
  1. **Identify Your Goal:** Start by thinking about the objective of your pitch. For instance, do you want to tell the potential clients about your organization? Do you have a great new product idea that you want to pitch to an executive or do you want a simple and engaging speech to explain what you do for a living?
  2. **Explain What You Do:** Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. Ask yourself this question as you start writing: what do you want your audience to remember most about you? Keep in mind that your pitch should excite you first. After all, if you don't get excited about what you're saying neither will your audience. People may not remember everything that you say, but they will likely remember your enthusiasm.
  3. **Communicate Your USP:** Your elevator pitch also needs to communicate your unique selling proposition or USP. Identify what makes you, your organization or your idea unique. You'll want to communicate your USP after you've talked about what you do.
  4. **Engage with a Question:** After you communicate your USP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation. Make sure that you're able to answer any questions that he or she may have.
  5. **Put it all Together:** When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!

### Example:

Here's how your pitch could come together:

"My company deals with cloth retail online business and we use various e-commerce platforms to sell our products. This means that you can do shopping with ease and spend time on other important tasks. Unlike other similar companies, we have a strong feedback mechanism to find out exactly what people need. This means that, on average, 95 percent of our clients are happy with our products. So, how can you help us in creating our own web portal?"

6. **Practice:** Like anything else, practice makes perfect. Remember, how you say it is just as important as what you say. If you don't practice, it's likely that you'll talk too fast, sound unnatural or forget important elements of your pitch. Set a goal to practice your pitch regularly. The more you practice, the more natural your pitch will become. Practice in front of a mirror or in front of colleagues until the pitch feels natural.

## Summarize

- Close the discussion by summarizing how to speak effectively as discussed in the Participant Handbook.

## UNIT 17.5.4 Problem Solving & Negotiation Skills

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

- Discuss how to solve problems
- List the important problem solving traits
- Discuss ways to assess problem solving skills
- Discuss the importance of negotiation
- Discuss how to negotiate

### Resources to be Used

- Participant Handbook

### Ask

- What is a 'problem'?
- What do you think are the problems you may face in the process of becoming a successful entrepreneur?

### Say

- Discuss the definition of problem as given in the Participant Handbook.
- In a hurdle race the hurdles are the obstacles on the way to reach your goal.
- Similarly, obstacles are the hurdles you may face while reaching your goal i.e. to set-up your own business. Your goal will be to reach the finishing line after crossing these hurdles.

### Ask

- What do you do when you face a problem?
- How do you resolve it? You can pick examples from the question asked previously 'the problems they are likely to face in the process of becoming a successful entrepreneur'.

### Say

- Discuss how to solve problems as given in the Participant Handbook.

### Team Activity

- This is a group activity.
  - The groups will solve the problem and come up with the best solution in each case.
1. Unable to arrange for some extra finance for setting up a beauty parlour. The loan sanctioned and disbursed is not enough. You have tried all your contacts, friends and relatives. But unable to manage the extra amount. Bank will not sanction more amount as you have used up the complete sanction limit.
  2. You have rented a space for your business and all arrangements are done. You will be operating from the office space rented in two days. Now the owner comes up to you and says he wants to sell the place and wants you to vacate in 15 days.
  3. You have just set up your business and need extra human resource. You have tried inviting a few also tied up with an agency for getting the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot offer the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves etc. which may not work for your set up.

**Do** 

- Divide the class into three groups. Give one scenario to each group.
- Explain the purpose and duration of the activity.
- Ask the groups to build on the scenario and present their solution as a role play.

**Say** **De-brief questions:**

1. What was the problem?
2. Is there any other alternative solution?
3. Is this the best solution presented?

**Ask** 

- Try to think of some people around you who are able to solve problems very easily. Even you or your friends might be approaching them when there is a problem. What qualities do they have? What personality traits do such people possess?

**Say** 

- Discuss the important traits for problem- solving as given in the Participant Handbook.

**Ask** 

- In order to build a successful organization, you need to hire people who possess good problem solving skills. How would you assess the level of problem solving skills of potential candidates before hiring them?

**Say** 

- Discuss how to assess for problem- solving skills as given in the Participant Handbook.

**Summarize** 

- Ask the participants the things that they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Summarize the discussion on problem solving.

**Activity** 

- The activity is to organise an election event. Select three volunteers from the group. They have to give a speech on their election manifesto to the class. They have to negotiate with the fellow participants and convince them to vote for them. The best negotiator will win the election.

**Do** 

- Ask three participants to volunteer for the activity.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

**Ask** 

- Out of the three contestants, whom would you support? Why? What did they say or do which convinced you to make your decision?
- Have you ever tried to negotiate in your personal or professional life?
- Ask the class to share some of their experiences where they have been able to strike a deal by negotiating.

**Say** 

- Discuss “What is Negotiation?” as given in the Participant Handbook.

**Ask** 

- Why is it important to negotiate? As an entrepreneur, where do you think that negotiation skills will be needed?

**Say** 

- Discuss the importance of negotiation while starting a business as given in the Participant Handbook.

**Say** 

- Discuss the important steps to negotiate as given in the Participant Handbook.

**Role Play** 

- Conduct a role play activity.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

**Do** 

- Divide them into groups of four (4) (depending on the batch size).
- Give them the hand-outs for role play scenarios.
- Two groups to be given scenarios on problem solving.
- Other two groups to be given scenarios on negotiation.
- The groups will build on the scenarios and prepare for the role play.
- Give the groups atleast 5 mins to discuss and be ready with the role play.
- Invite each group one by one to come and present their role play.

**Problem solving Scenario 1**

Avinash has a Mobile Repair Store in Allahabad. His outlet is one of the most popular one in the vicinity and he has great rapport with his customers. He is always well-dressed, jovial and full of energy.

It's around 11 AM, when a customer barges in to the shop and starts shouting at Avinash for giving her back the instrument which is still not working. The screen of her mobile is also cracked from one side. Avinash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue the company and to go to Consumer Court for cheating her.

**Problem solving Scenario 2**

You are running a successful small scale business, Shreeji Aggarbattis,. Your staff members do door to door selling and organise marketing campaigns in local markets. Your brand has established it's name in last few years.

Recently, lot of customers have been coming to you and lodging complaints that your staff members indulge in malpractices. Few of them informed you that a staff member engaged them in a friendly conversation. In the meanwhile, the other gave them lesser packets of aggarbattis than they paid for.

Another set of customers lodged complaint about the misconduct and rude behaviour of a particular staff member. You often hear from your customers that the orders don't get delivered on time or wrong products get delivered.

You have already been struggling with shortage of staff and such complaints are a serious concern as it is hampering your brand image. What strategies will you adopt to solve this problem?

**Negotiation Scenario 1**

You have interviewed a prospective new employee who could be a key member of your new entrepreneurial venture. The new person is demanding a salary that is 20% higher than you thought based on your business plan. Finances are tight, yet you believe this person could make a significant impact on future profits. If you paid the required salary for the new person, then you would have to restructure your entire business plan. You've been searching for an individual with this skill level for three months. to the candidate is waiting for your response. Now you have to call him in to make the final negotiations.

**Negotiation Scenario 2**

You are a young entrepreneur who has just registered his start up project and applied for a bank loan accordingly. You receive a letter saying that your loan application has been rejected as your start up idea did not appeal to the bank and they think that it is not a revenue generating model. You have taken an appointment to meet the manager and show your negotiation skills to get your loan approved.

## Notes for Facilitation

**Facilitating Role Plays****Preparing for the activity**

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role-plays.
4. Anticipate and know how to address issues participants might raise during the activity.

**Conducting the activity**

1. Introduce the activity. Emphasize that role-playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. Give the pairs/ groups 10 to 15 minutes to conduct the role-play (depending on the duration of the session).
5. After all the groups have finished with the role-play, conduct a debriefing session on each role-play.
6. Ask the groups to take five minutes to talk about what happened during the role-play. The groups should discuss the questions given in the debriefing for each role-play. Encourage participants to provide constructive criticism during their discussions.

## Summarize



- Wrap the unit up after summarizing the key points and answering questions.

## UNIT 17.5.5 Business Opportunity Identification: Entrepreneurs and Opportunities

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within their business

### Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

### Ask

- How does an entrepreneur identify an opportunity?
- What do you think are the common queries or concerns faced by entrepreneurs?
- How can you identify new business opportunity?

### Say

- Let's talk about opportunity, common queries or concerns faced by entrepreneurs, idea as an opportunity, factors to consider when looking for opportunities, ways to identify new business, and opportunity analysis as discussed in Participant Handbook.
- Let's do an activity to understand ways to identify business opportunities within your business.

### Do

- Tell the class that this is an individual activity.
- Tell the participants to create a matrix on their notebooks.
- There will be four boxes in your matrix.
- Strength, Weakness, Opportunity and Threats will be the four headings of the matrix. This is called the SWOT matrix.
- Read out the questions to them and tell the participants they need to answer the questions asked in each matrix.
- Tell them they can also use their own understanding of themselves to fill the SWOT matrix.

### Activity

**Do your SWOT analysis**

#### **Strength**

What are your strengths?  
What unique capabilities do you possess?  
What do you do better than others?  
What do others perceive as your strengths?

#### **Weakness**

What are your weaknesses?  
What do your competitors do better than you?

#### **Opportunity**

What trends may positively impact you?  
What opportunities are available to you?

#### **Threat**

Do you have solid financial support?  
What trends may negatively impact you?



**Do** 

- Congratulate everyone for the class activity.
- Ask the audience to applaud for themselves.
- Allot the participants sufficient time to complete this activity, but do keep a check on time.
- Ask de-brief questions to cull out information from the participants.

**Ask** **De-brief questions:**

- What are your weaknesses according to your SWOT analysis?
- Do you think you can change your weakness into strength? How?
- Do you think you can work on your threats? How?

**Summarize** 

- Close the discussion by summarizing ways to identify business opportunities within your business.
- Ask the participants what they have learned from this exercise.
- Ask if they have any questions related to what they have talked about so far.

## UNIT 17.5.6 Entrepreneurship Support Eco-System

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

- Explain the meaning of entrepreneur
- Describe the different types of entrepreneurs
- List the characteristics of entrepreneurs
- Recall entrepreneur success stories
- Discuss the entrepreneurial process
- Describe the entrepreneurship ecosystem
- Discuss the purpose of the 'Make in India' campaign
- Discuss the key schemes to promote entrepreneurs

### Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens
- Pencils
- Colour pencils
- Scale
- Eraser
- Other requisite stationery material

### Ask

- Do you think that entrepreneurs need support?
- What do you think is an eco-system?
- What do you think 'entrepreneurship support eco-system' means?

### Say

- Let's learn what entrepreneurship support eco-system means.
- Discuss 'Entrepreneurship Support Eco-System' as given in the Participant Handbook.

### Ask

- Can you define entrepreneurship support eco-system?
- What are the key domains of the support eco-system?

### Say

- Let's learn more about these domains by conducting an activity.
- You have to make a poster showing the components of the six main domains of entrepreneurship support eco-system.

### Team Activity

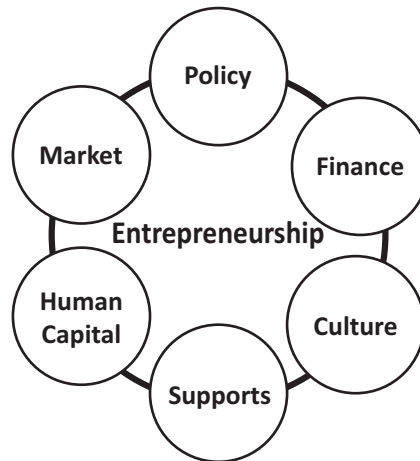
- Making a poster showing the entrepreneurship support eco-system.

## Do

- Divide the class into groups of four or six.
- Hand out chart paper and coloured pens.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

### Activity De-brief

Ask each group to display their poster and explain the key domains of entrepreneurship support eco-system.



## Ask

- What kind of government support eco-system is available for entrepreneurs in India?

## Say

- Discuss 'Make in India' campaign as given in the Participant Handbook.

## Team Activity

- Presentation on key schemes to promote entrepreneurs

## Do

- Divide the class into pairs.
- Number each pair from 1-15.
- Assign a scheme, same as their group number, to each group.
- Ask them to read the scheme carefully and present it to the class.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

### Activity De-brief

- Ask each group to explain the scheme offered by government to promote entrepreneurs.

## Summarize

- Summarize the unit by discussing the key points and answering questions the participants may have.

## UNIT 17.5.7 Risk Appetite & Resilience

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur

### Resources to be Used

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens
- Marker pens

### Ask

- Can you define risk or explain what constitutes a risk?
- What do you people mean when they say, “This may be a risky proposition”?
- What risks are they talking about?

### Example

- Let's have a look at these two examples:

Rohit and his family were travelling by car from Delhi to Nainital. It was their second trip there. Rohit was familiar with the road. His friends told him that the highway after Rampur was in a bad condition. They advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road. This road is in a better condition.

Since he was going with his family, and did not want to take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

Suresh and his family too were travelling by car from Delhi to Nainital. It was their second trip there. His friends too advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road as this road was in a better condition.

Suresh too decided to take the Kaladhungi road but he left Delhi in the afternoon. It was dark by the time he reached Kaladhungi, and he was sure that he was taking the correct turn. As it was late, he could not find anyone to give him directions. He ended up being in an unknown place that was scarcely inhabited.

### Say

- Let's see what type of risks Rohit and Suresh took.
- Discuss 'Risk Appetite and Resilience' with the participants as given in the Participant Handbook.

### Say

- Let's learn more about risk appetite and resilience with the help of an activity.

## Team Activity

### Risk Appetite

- This is a group activity.

- In the previous unit, you read success stories of Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Mr Ambani left his job and started his company Reliance with just Rs. 50,000/-.
- Dr Patel kept his job, went door-to-door to sell Nirma, and only when the brand started gaining popularity did he start his own company.
- What types of risk did both of them take?
- What risk factors, do you think, did they keep in mind before launching their company?
- Write the Risk Appetite Statement of both the companies.

### Activity De-brief

- Who took a greater risk?
- What are the differences between the Risk Appetite Statement of both the companies?

## Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to evaluate the risks taken by Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

## Ask

- Do you think all entrepreneurial ventures are successful?
- What happens if the first venture is not successful?
- Should the entrepreneur stop when faced with challenges or face them?

## Example

- Let's have a look at the following example:

Vijay Shekhar Sharma is the founder of Paytm, which is a giant Indian e-commerce. He was born in a middle-class family in Uttar Pradesh. He started his first job at an MNC. He quit after six months and built a company One97 with his friends. As One97 grew bigger, it needed more money because it was running more servers, bigger teams, and had to pay royalty. At that time, the tech bubble popped and technology companies were running in losses. Finally, money ran out. So One97 took loans and then more loans at higher rates of interest, as high as 24 per cent, and became caught in a vicious cycle.

In 2014, Paytm was launched with online wallet services after which, the company enabled online payment transactions. The company got licenses from RBI in 2016 to launch India's first ever payment bank. Moreover, the main motive of Paytm was to transform India into a cashless economy.

After demonetization came into effect, Vijay Shekhar Sharma started promoting online and digital transactions to deal with the cash crunch. In fact, the service of the company's mobile wallet is accepted across India. The logo of Paytm is now popular almost everywhere from tea stalls to major companies.

**Say** 

- Let's see what qualities made Vijay Shekhar Sharma a resilient entrepreneur.
- Discuss Entrepreneurship and Resilience with the participants as given in the Participant Handbook.

**Say** 

- Let's learn more about entrepreneurship and resilience with the help of an activity.

**Team Activity** **Entrepreneurship and Resilience**

- This is a group activity.
- Think of some entrepreneurship ventures that faced challenging times, but later resulted in success stories.
  - Who is the founder of that company?
  - What challenging times did it face?
  - How did it overcome those challenges?
  - List the resilient characteristics of the entrepreneur.

**Activity De-brief**

- Each group to give their presentation.
- Why did you choose this company?
- What is the success story of the company?

**Do** 

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to think of an entrepreneur who faced challenging times, but eventually succeeded.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

**Summarize** 

- You can summarize the key points of the unit.
- Ask the participants what they learned from the activities.
- Clarify any questions or doubts they might have.

## UNIT 17.5.8 Success and Failures

### Unit Objectives

At the end of the unit, you will be able to make the students:

- Discuss how to deal with failure

### Resources to be Used

- Participant Handbook

### Ask

- Have you heard the quote 'nothing is impossible'?
- What do you think it means?
- Do you think that all successful entrepreneurs became famous overnight or did they have to struggle or face failure before succeeding?

### Example

- Let's have a look at this example.

Shah Rukh Khan, also known as, SRK or King Khan is a force to reckon with. Did he achieve stardom overnight? Shah Rukh Khan, who has seen many struggles in his life – he has slept on streets, struggled to support himself and his sister at a very young age, and lost his parents very early in life, which led to his sister seeking mental health support. Amidst all the chaos and challenges, he kept pushing himself, and today he stands tall as the 'Badshah of Bollywood'. Certainly those years were not easy for him.

When he was young, he stood at Marine Drive and said, "I will rule this city one day". Failure was not just his companion during or before his stardom, it is still a substantial part of his life. Success does not come easy. What made him a star was his acceptance of failure and the urge to improve.

### Say

- How do you define success and failure?
- What is fear?
- Discuss "success and failure" with the participants as given in the Participant Handbook.

### Ask

- Have you felt or experienced fear?
- What led you to feel that emotion?
- How did you handle it?

### Say

- Let's learn the about success and failure with the help of an activity.

## Team Activity

- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- They have to choose one person from the group as the interviewee and one as the interviewer.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Check that everyone understands their role. Give clarifications if needed. Give the participants about 5 minutes to discuss and decide their roles.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their interview as a role play.

## Notes for Facilitation

### Facilitating Role Plays

#### Preparing for the activity

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role plays.
4. Anticipate potential questions that might be raised by the participants and be ready to address them.

#### Conducting the activity

1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.
5. Give the pairs 15-20 minutes to conduct the role play.
6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.
8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.
9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

## Summarize

- Wrap the unit up after summarizing the key points and answering questions.



# Notes



Lined writing area for notes.

## UNIT 17.6 Preparing to be an Entrepreneur

### Key Learning Outcomes



**At the end of the unit, you will be able to make the students:**

1. Discuss how market research is carried out
2. Describe the 4 Ps of marketing
3. Discuss the importance of idea generation
4. Recall basic business terminology
5. Discuss the need for CRM
6. Discuss the benefits of CRM
7. Discuss the need for networking
8. Discuss the benefits of networking
9. Discuss the importance of setting goals
10. Differentiate between short-term, medium-term and long-term goals
11. Discuss how to write a business plan
12. Explain the financial planning process
13. Discuss ways to manage your risk
14. Describe the procedure and formalities for applying for bank finance
15. Discuss how to manage their own enterprise
16. List the important questions that every entrepreneur should ask before starting an enterprise

## UNIT 17.6.1 Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation

### Resources to be Used

- Participant Handbook
- Chart papers
- Markers pens
- Blank sheets of paper

### Ask

- Suppose, you want to open a restaurant, what are the factors you will consider?
- How will you promote your restaurant?

### Example

- Let's have a look at this example.

Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot of market research before starting the project. Based on the information he gathered, he made his business plan. His hostel is now flourishing and he is thinking of expanding to other tourist destinations.

### Say

- Discuss “Market Study” with the participants. Refer to the Participant Handbook.
- Let's learn about market study and research with the help of an activity.

### Team Activity

#### Market Study

- This is a group activity.
- You want to start your own tuition centre.
- What type of research will you do?

#### Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Encourage other groups to be interactive and ask questions.
- What factors did you keep in mind while doing your research?
- Based on our research would you go ahead and open a tuition centre?

**Do** 

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a chart paper.
- Tell the participants that they have to start their own tuition centre.
- Give the participants 10 minutes to discuss and write the research work they need to do.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

**Say** 

- By opening a tuition centre you are offering a service.

**Ask** 

- What factors will you keep in mind before opening it?

**Say** 

- Discuss “The 4Ps of Marketing” with the participants as given in the Participant Handbook.

**Say** 

- Let's learn about the 4Ps of Marketing with the help of an activity.

**Team Activity** **4 Ps of Marketing**

- This is a group activity.
- You have to sell a pen to four different segments:
  1. Rural villagers
  2. Rural middle class
  3. Urban middle class
  4. Upper end rich people (Niche market)

Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

**Activity De-brief**

- Ask each group to present their strategy.
- Encourage other groups to be interactive and ask questions.

**Do** 

- Instruct the participants that this is group work.
- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens:
  1. Rural villagers
  2. Rural middle class
  3. Urban middle class

#### 4. Upper end rich people

- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

#### **Activity De-brief**

- Ask each group to come forward and give a brief presentation.
- Ask each group what they kept in mind while designing their marketing strategy.
- Encourage other groups to be interactive and ask questions.

#### **Say**

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss “Importance of an IDEA” as given in the Participant Handbook.

#### **Summarize**

- Summarize the key points of the unit.
- Ask the participants what they learnt from the activities.
- Encourage them to ask if they have any doubts.

## UNIT 17.6.2 Business Entity Concepts

### Unit Objectives

At the end of the unit, you will be able to make the students:

- Recall basic business terminology

### Resources to be Used

- Participant Handbook

### Say

- Let's recall some basic business terminology.
- Discuss the Business Entity Concepts as given in the Participant Handbook.
- Let's learn some basic business terminology by having an activity.
- We will have a quiz today.

### Activity

- The activity is a quiz.

### Do

- Divide the class in two groups and give a name to each group.
- Explain the rules of the quiz. For each correct answer the group gets 1 mark.
- If the group is unable to answer the question is passed to the next group.
- Explain the purpose and duration of the activity.
- Ask the questions of the quiz.
- Keep a score of the groups.
- Set guidelines pertaining to discipline and expected tasks.

### Summarize

- Summarize the unit by discussing the key points.

### Notes for Facilitation

#### QUESTIONS FOR THE QUIZ

1. What does B2B mean?  
*Business to business*
2. What is a financial report?  
*A comprehensive account of a business' transactions and expenses*
3. Who is a sales prospect?  
*A potential customer*
4. How is working capital calculated?  
*Current assets minus current liabilities*

5. What is an estimation of the overall worth of a business called?  
*Valuation*
6. You are buying a house. What type of transaction is it?  
*Complex transaction*
7. How will you calculate the net income?  
*Revenue minus expenses*
8. How is Return on Investment expressed?  
*As percentage*
9. How will you calculate the cost of goods sold?  
*Cost of materials minus cost of outputs*
10. What is revenue?  
*Total amount of income before expenses are subtracted.*
11. What is a Break-Even Point?  
*This is the point at which the company will not make a profit or a loss. The total cost and total revenues are equal.*
12. What is the formula used to calculate simple interest?  
 $A = P(1 + rt); R = r * 100$
13. What are the three types of business transactions?  
*Simple, Complex and Ongoing Transactions*
14. The degrading value of an asset over time is known as  
*Depreciation*
15. What are the two main types of capital?  
*Debt and Equity*

## UNIT 17.6.3 CRM & Networking

### Unit Objectives

**At the end of the unit, you will be able to make the students:**

- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking

### Resources to be Used

- Participant Handbook

### Ask

- Can your business run without customers/buyers?
- Who is the most important entity in any business?

### Say

- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
  - ♦ Treating your customers with respect.
  - ♦ Be available as per their need/ schedule.
  - ♦ Handling complaints effectively.
  - ♦ Building long lasting relationships.
  - ♦ Collecting regular feedback.
- Handle customer complaints proactively. Ask “what happened”, “why it happened”, “how can it be avoided next time”, etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- “Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem.”

### Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.



## Team Activity

### Case Study Analysis

Raju runs a business of wooden furniture. He has a huge list of customers on Facebook and WhatsApp who give him orders regularly. Ankita is one of his old and regular customers. She placed an order for a new chester and TV cabinet via WhatsApp and requested Raju to send them as soon as possible. When the parcel reached Ankita through courier she found that chester was broken and the TV unit was chipped from the bottom. Ankita was heartbroken. It was a complete waste of money. She sent a message to Raju on WhatsApp, expressing her anger and disappointment. Raju might lose an old customer forever if he doesn't satisfy the customer. What should Raju do to retain his customer?

### Scenario 2

Rajni runs a boutique shop. She sells suits and sarees. She is one of the most successful designer in her city. Rajni swears that all the clothes in her boutique have unique designs. Smita has to attend her cousin's wedding; she goes to Rajni's boutique to buy a saree. Smita wanted a unique designer saree. Rajni customized a saree for her and sent it over the courier. When Smita had a look at the saree she realised her two friends had the same design sarees. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment. Did Rajni make a false promise? Were her designs copied? What could happen to Rajni's image after this incident? What would you do if you were in Rajni's place?

### Scenario 3

Shama is a beautician who offers parlour services to ladies by making home visits. Recently, Shama got her name registered on an e-commerce website. Two days earlier, she got a message from Mrs Sushma. The appointment was fixed for next day, 11:00 am and the remuneration for the services was decided beforehand. When Shama reached there at 10:50 am, Mrs Sushma was not at home. When Shama called her, she asked her to wait for a while. Mrs Sushma reached home at 11:45 am. Meanwhile, Shama had to reschedule her next appointment. After availing Shama's services, Mrs Sushma refused to pay the requisite amount and started finding faults in the services provided by her. Who was at fault in this scenario? What should you do in case the customer behaves unreasonably? What would you do if you were in Shama's place?

### Scenario 4

Shailender is the manager of a car showroom. He proactively takes part in all the transactions that happen in his showroom. Vinita wants to buy a new car. She has chosen a car from Shailender's showroom. The salesperson has given her a very good discount and has also promised free service for one year. Vinita goes to the showroom and asks to complete all the formalities to purchase the car. When she sees the final bill she realize that she has not received the promised discount neither was there any mention of the free services. She immediately demands to see the Shailender. When Shailender's head asks how much discount Vinita was promised, he realised the discount will make the sale in loss. The car showroom owner might lose a customer and deal due to false commitments made by his manager. Besides, the customer might tell this to other people, creating a bad name and image for the showroom. If you owned that showroom, how would you have convinced your customer?

## Say

- Now, let's discuss the problem and solution with the class.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Present the solution as a role play.
- Post presentation, the other groups may ask questions from the group that has presented.





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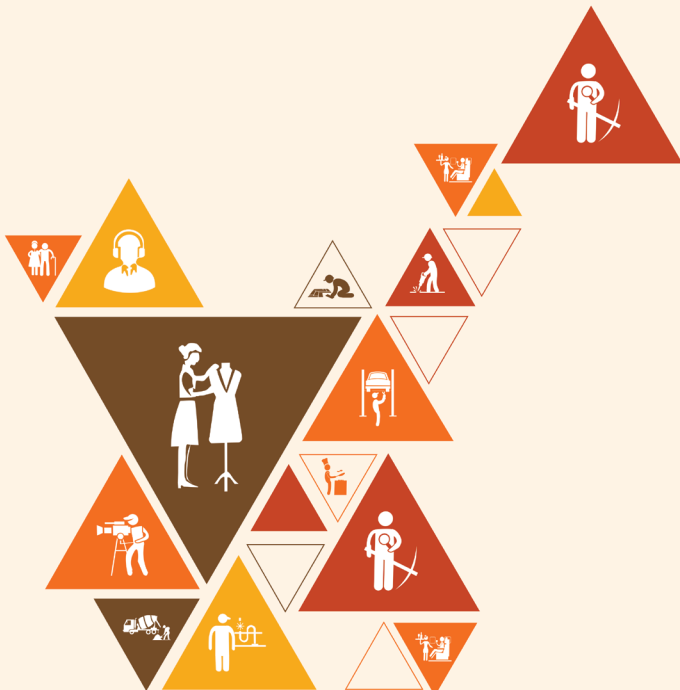
Transforming the skill landscape



## 18. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



## Annexure I

### Training Delivery Plan

Training Delivery Plan			
<b>Program Name:</b>	Diet Assistant		
<b>Qualification Pack Name &amp; Ref. ID</b>	HSS/Q5201		
<b>Version No.</b>	1.0	<b>Version Update Date</b>	10/12/16
<b>Pre-requisites to Training</b>	Class X		
<b>Training Outcomes</b>	<p><b>By the end of this program, the participants will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Maintain hygiene &amp; food safety</li> <li>2. Store food safely and prevent contamination</li> <li>3. Handle food safely to avoid contamination</li> <li>4. Select a therapeutic diet/ menu based on Diet prescription.</li> <li>5. Prepare food safely to maintain nutritive value and avoid contamination.</li> <li>6. Educate patient on dietary restrictions as per instructions from Diet</li> <li>7. Act within the limits of your competence and authority</li> <li>8. Maintain a safe, healthy, and secure Environment</li> <li>9. Practice Code of conduct while performing duties</li> <li>10. Follow biomedical waste disposal protocols</li> <li>11. Follow infection control policies and procedures</li> </ol>		

S. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
1.	Introduction to the Program	Objectives of the program	<ol style="list-style-type: none"> <li>Overview of the program</li> <li>Identify the ground rules</li> </ol>	Bridge module	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00hr.
		Introduction to the healthcare industry	<ol style="list-style-type: none"> <li>State the overview of Healthcare industry.</li> <li>Describe the job ladder in Healthcare industry.</li> </ol>	Bridge module	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2:00hrs.
			<ul style="list-style-type: none"> <li>Gain practical knowledge of healthcare industry</li> </ul>	Bridge module	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, model healthcare facility	2:00hrs.
		Job role of Diet Assistant	<ol style="list-style-type: none"> <li>Define the roles and responsibilities of Diet Assistant.</li> <li>Express the code of conduct for the job.</li> <li>Express about personal grooming and health and hygiene practices</li> </ol>	Bridge module	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	3:00hrs.
			<ul style="list-style-type: none"> <li>Demonstrate the roles and responsibilities of Diet Assistant.</li> <li>Demonstrate personal grooming and health and hygiene practices</li> </ul>	Bridge module	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, E-module references	4:00hrs.
		Kitchen Equipment	<ol style="list-style-type: none"> <li>Identify and utilize the different types of kitchen equipment</li> </ol>	Bridge module	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00 hr.
			<ul style="list-style-type: none"> <li>Gain practical knowledge of Kitchen equipment</li> </ul>	Bridge module	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, Mannequins	2:00 hrs.

	Sensitization towards organization policies & procedures						

			<ol style="list-style-type: none"> <li>1. Explain the sensitization towards policies and procedures</li> <li>2. Describe the organisational procedures and policies</li> <li>3. Understand the need to follow organization policies and procedures</li> <li>4. Learn General and Specific etiquettes to be observed on duty</li> <li>5. Understand need for compliance of organizational hierarchy and reporting</li> <li>6. Understand the legal and ethical issues</li> </ol>	<p>HSS/N 9603 PC1, PC2, PC3, KA1, KB1, KB2, KB3, KB4, KB5, KB6, KB8, KB9, KB12</p> <p>HSS/N 9607 PC1, PC2, PC3, PC5, KA1, KB1, KB2, KB3, KB6, KB7</p>	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Image</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	6:00 hrs
			<ul style="list-style-type: none"> <li>• Have roles plays on sensitization towards policies and procedures</li> <li>• Practice general and specific etiquettes to be observed on duty</li> </ul>	<p>HSS/N 9603 PC1, PC2, PC3, KA1, KB1, KB2, KB3, KB4, KB5, KB6, KB8, KB9, KB12</p> <p>HSS/N 9607 PC1, PC2, PC3, PC5, KA1, KB1, KB2, KB3, KB6, KB7</p>	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts, set of internet to learn best practices.	4:00 hrs
2.	Introduction to Human Body- Structure & Function	Structure & Function of Human Body	<ol style="list-style-type: none"> <li>1. Explain organization of body cells, tissues, Systems, membranes and glands.</li> <li>2. Describe Muscular Skeletal System.</li> <li>3. Describe Digestive System.</li> <li>4. Describe Respiratory System.</li> <li>5. Describe Cardio Vascular System.</li> <li>6. Describe Excretory System.</li> <li>7. Describe Nervous System.</li> <li>8. Describe Endocrine System, Sense Organ and Reproductive System.</li> </ol>	Bridge module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	4:00hrs.
			<ul style="list-style-type: none"> <li>• Discuss functions of human body.</li> </ul>	Bridge module	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts, Mannequins	1:00hr.

3.	Introduction to Food and Nutrition	Introduction to Food and Nutrition	<ol style="list-style-type: none"> <li>1. Familiarise with food and nutrition.</li> <li>2. State the six nutrients and their importance for our body.</li> </ol>	HSS/N5201 PC5, PC6, PC7, PC8, PC9, PC10, KA2, KB4, KB5 HSS/N5204 PC1, PC2, PC3, PC4, PC5, KA1, KA2, KA3, KB1, KB2, KB33, KB4, KB5 HSS/N5206 PC1, PC2, KA1, KB1, KB2	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	6:00hrs.
			<ul style="list-style-type: none"> <li>• Research more about standard food and nutrition practices</li> <li>• Discuss and practice standard food and nutrition practices</li> </ul>	HSS/N5201 PC5, PC6, PC7, PC8, PC9, PC10, KA2, KB4, KB5 HSS/N5204 PC1, PC2, PC3, PC4, PC5, KA1, KA2, KA3, KB1, KB2, KB33, KB4, KB5 HSS/N5206 PC1, PC2, KA1, KB1, KB2	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts demonstration presentation, sample food and vegetable items, kitchen mock presentation	4:00hrs.
4.	Introduction to Dietetics Related Medical Terminology	Introduction to Dietetics Related Medical Terminology	<ol style="list-style-type: none"> <li>1. Explain what is Dietetics.</li> <li>2. Identify the medical terminology related to dietetics</li> </ol>	HSS/N5201 PC2, PC6, PC10, KA1, KA2, KB2, KB3 HSS/N5202 PC1, PC5, KA1, KA3, KA4, KA5, KB3 HSS/N5203 PC1, KA1, KA2, KB1, KB2, KB3, KB4, KB5 HSS/N5205 PC4, PC5, KA2, KB2, KB5, KB9, KB10 HSS/N5206 PC1, PC2, KA1, KA2, KB1, KB2, KB3	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	4:00hrs.
			<ul style="list-style-type: none"> <li>• Discuss medical terminologies and have practical knowledge about it</li> </ul>	HSS/N5201 PC2, PC6, PC10, KA1, KA2, KB2, KB3 HSS/N5202 PC1, PC5, KA1, KA3, KA4, KA5, KB3 HSS/N5203 PC1, KA1, KA2, KB1, KB2, KB3, KB4, KB5 HSS/N5205 PC4, PC5, KA2, KB2, KB5, KB9, KB10 HSS/N5206 PC1, PC2, KA1, KA2, KB1, KB2, KB3	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts, reference e-modules	2:00hrs.

5.	Personnel Hygiene	Personnel Hygiene	<ol style="list-style-type: none"> <li>1. Explain the personnel hygiene</li> <li>2. How to maintain restful environment</li> <li>3. Develop techniques of grooming</li> <li>4. Be equipped with techniques of Use of PPE</li> <li>5. Be Vaccinated against common infectious diseases</li> </ol>	<p>HSS/N/9610 PC1, PC31, PC31, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC28, PC29, PC30, PC31, KA1, KA2, KA3, KA4, KB1, KB2, KB4, KB5, KB6, KB7, KB8, KB9, KB10, KB11, KB12, KB13</p>	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	<p>Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.</p>	3:00hrs.
			<ul style="list-style-type: none"> <li>• Demonstrate hand rub</li> <li>• Demonstrate washing hands</li> <li>• Use hand sanitizer</li> <li>• Use PPEs and keep your hand clean</li> <li>• Demonstrate the steps to put on PPE</li> <li>• Demonstrate the steps to take off PPE</li> </ul>	<p>PC1, PC31, PC31, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC28, PC29, PC30, PC31, KA1, KA2, KA3, KA4, KB1, KB2, KB4, KB5, KB6, KB7, KB8, KB9, KB10, KB11, KB12, KB13</p>	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	<p>Note Pad, Pen, charts</p>	2:00hrs.



6.	Role Of Diet Assistant In Sanitation, Safety And First Aid	Safe Working Environment	<ol style="list-style-type: none"> <li>1. Handle hazardous situations safely</li> <li>2. Describe common emergency conditions and what to do in medical emergencies</li> <li>3. Develop understanding and precautions to ensure self-safety</li> </ol>	<p>HSS/N 9606 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, KA1, KA2, KA3, KA4, KA5, KA6, KB1, KB2, KB3, KB4, KB5, KB6</p> <p>HSS/N 5201 PC1, PC2, PC3, PC4, PC10, PC11, PC12, PC14, KA1, KB5, KB6</p> <p>HSS/N 5202 PC2, PC3, PC5, KA1, KA4, KA5, KB1, KB3, KB4, KB5</p> <p>HSS/N/5203 PC1, PC2, PC5, KA1, KA2, KB5</p>	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led – discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	8:00hrs.
			<ul style="list-style-type: none"> <li>• Have role plays on handling hazardous situation at workplace</li> <li>• Practice steps to take in emergencies conditions</li> <li>• Practice: <ul style="list-style-type: none"> <li>» Electrical Safety Measures</li> <li>» Fire Safety Measures</li> <li>» Home Safety Measures</li> </ul> </li> </ul>	<p>HSS/N 9606 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, KA1, KA2, KA3, KA4, KA5, KA6, KB1, KB2, KB3, KB4, KB5, KB6</p> <p>HSS/N 5201 PC1, PC2, PC3, PC4, PC10, PC11, PC12, PC14, KA1, KB5, KB6</p> <p>HSS/N 5202 PC2, PC3, PC5, KA1, KA4, KA5, KB1, KB3, KB4, KB5</p> <p>HSS/N/5203 PC1, PC2, PC5, KA1, KA2, KB5</p>	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts, patient safety tools such as wheel, trolleys, side rails, PPE, First Aid kit, betadine, cotton, bandages, sanitizers, disinfectants.	7:00hrs.

		First Aid Unit	<ol style="list-style-type: none"> <li>Describe first aid</li> <li>Describe how to first aid for different injuries</li> <li>Describe splints and aids of torso</li> </ol>	HSS/N 9606 PC1, PC2, PC5, PC7, PC8, KA1, KA3, KA6, KB1, KB3, KB5, KB6 HSS/N 5201 PC14, KA1, KB5 HSS/N 5202 PC5, KA4, KB1, KB3, KB4 HSS/N/5203 PC1, PC5, KA1, KB5	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00hrs.
			<ul style="list-style-type: none"> <li>Apply first aid on an injured person</li> <li>Practice first aid of different types of injuries</li> <li>Have practical knowledge of splints and aids of torso</li> </ul>	HSS/N 9606 PC1, PC2, PC5, PC7, PC8, KA1, KA3, KA6, KB1, KB3, KB5, KB6 HSS/N 5201 PC14, KA1, KB5 HSS/N 5202 PC5, KA4, KB1, KB3, KB4 HSS/N/5203 PC1, PC5, KA1, KB5	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, patient safety tools such as wheel chairs, trolleys, side rails, PPE, first-aid kit, betadine, cotton, bandages, sanitizers.	7:00hrs.
7.	Bio Medical Waste Management	Bio Medical Waste Management	<ol style="list-style-type: none"> <li>Describe segregation of Biomedical waste at source</li> <li>Describe colour coding and type of containers for disposal of Bio Medical Waste</li> <li>Label for transport of Biomedical Waste containers/ bags</li> </ol>	HSS/N 9609 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, KA2, KA4, KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8, KB9, KB10, KB11, KB12, KB13	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	3:00hrs.
			<ul style="list-style-type: none"> <li>Demonstrate segregation of Biomedical waste at source</li> <li>Prepare colour coding based containers for disposal of Bio Medical Waste</li> <li>Have practical knowledge of Label for transport of Biomedical Waste containers/ bags</li> </ul>	HSS/N 9609 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, KA2, KA4, KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8, KB9, KB10, KB11, KB12, KB13	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, different coded color bins, different variety of bio medical waste management	3:00hrs.
8.	Emergency Medical Response	Emergency Medical Response	<ol style="list-style-type: none"> <li>Describe chain of survival</li> <li>Describe Cardiopulmonary Resuscitation</li> <li>Rescue of Child</li> </ol>	HSS/N 9609 PC1, PC2, PC9, PC10, KA1, KA2, KA4, KB5, KB6, KB13	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2:00hrs.

			<ul style="list-style-type: none"> <li>Demonstrate chain of survival</li> <li>Demonstrate Cardiopulmonary Resuscitation for an adult</li> <li>Demonstrate Rescue of Child</li> <li>Demonstrate choking treatment</li> </ul>	HSS/N 9609 PC1, PC2, PC9, PC10, KA1, KA2, KA4, KB5, KB6, KB13	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, emergency tool kit, AED, patient trolley.	3:00hrs.
9.	Introduction To Therapeutic Diets and Its Importance	Introduction to therapeutic Diets and its Importance	<ol style="list-style-type: none"> <li>Familiarise with therapeutic Diets and its Importance</li> <li>Explain different types of therapeutic diets</li> </ol>	HSS/N 5202 PC3, PC5, KA5, KB3, KB4, KB5 HSS/N 5203 PC3, PC5, KA1, KA2, KB4, KB5 HSS/N 5204 PC1, PC2, PC3, PC4, PC5, KA1, KA2, KA3, KB1, KB2, KB3, KB4, KB6 HSS/N 5205 PC1, PC3, PC4, PC5, KA2, KB1, KB2, KB3, KB4, KB5, KB9, KB10	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	8:00hrs.
			<ol style="list-style-type: none"> <li>Explain the tube feeding</li> </ol>	HSS/N 5202 PC3, PC5, KA5, KB3, KB4, KB5 HSS/N 5203 PC3, PC5, KA1, KA2, KB4, KB5 HSS/N 5204 PC1, PC2, PC3, PC4, PC5, KA1, KA2, KA3, KB1, KB2, KB3, KB4, KB6 HSS/N 5205 PC1, PC3, PC4, PC5, KA2, KB1, KB2, KB3, KB4, KB5, KB9, KB10	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00hr.
			<ul style="list-style-type: none"> <li>Gain practical knowledge of therapeutic diet and its different types</li> </ul>	HSS/N 5202 PC3, PC5, KA5, KB3, KB4, KB5 HSS/N 5203 PC3, PC5, KA1, KA2, KB4, KB5 HSS/N 5204 PC1, PC2, PC3, PC4, PC5, KA1, KA2, KA3, KB1, KB2, KB3, KB4, KB6 HSS/N 5205 PC1, PC3, PC4, PC5, KA2, KB1, KB2, KB3, KB4, KB5, KB9, KB10	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, use of internet.	8:00hrs.

			<ul style="list-style-type: none"> <li>Demonstrate tube feeding</li> </ul>	<p>HSS/N 5202 PC3, PC5, KA5, KB3, KB4, KB5</p> <p>HSS/N 5203 PC3, PC5, KA1, KA2, KB4, KB5</p> <p>HSS/N 5204 PC1, PC2, PC3, PC4, PC5, KA1, KA2, KA3, KB1, KB2, KB3, KB4, KB6</p> <p>HSS/N 5205 PC1, PC3, PC4, PC5, KA2, KB1, KB2, KB3, KB4, KB5, KB9, KB10</p>	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, use of internet.	1:00hr.
10.	Food Contamination, Safety and Storage	Food Contamination and Prevention	<ol style="list-style-type: none"> <li>Familiarise with food Microbiology and food spoilage</li> <li>Preserve food from spoilage</li> </ol>	<p>HSS/N 5202 PC5, KA4, KA5, KB2, KB3, KB4, KB5</p> <p>HSS/N 5203 PC5, KA1, KB1, KB4, KB5</p> <p>HSS/N 5205 PC4, PC5, KA1, KA2, KB4, KB9, KB10</p>	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	8:00hrs.
			<ul style="list-style-type: none"> <li>Gain practical knowledge of various sources which may lead to food contamination and impact of contaminated food to the patient</li> <li>Gain impact of other environmental contaminants on food and ways to prevent it</li> <li>Practice hand hygiene and self-hygiene</li> <li>Develop practical understanding to find signs of decayed or contaminated food</li> </ul>	<p>HSS/N 5202 PC5, KA4, KA5, KB2, KB3, KB4, KB5</p> <p>HSS/N 5203 PC5, KA1, KB1, KB4, KB5</p> <p>HSS/N 5205 PC4, PC5, KA1, KA2, KB4, KB9, KB10</p>	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	8:00hrs.
		Food Safety and Hygiene	<ol style="list-style-type: none"> <li>Describe the nature of food item in term of raw, semi cooked or cooked meal</li> <li>Explain the importance of optimum temperature control for food safety and food hygiene</li> </ol>	<p>HSS/N 5201 PC3, PC4, PC5, PC6, PC10, PC11, PC12, KA1, KA2, KB5, KB6</p> <p>HSS/N 5202 PC1, PC3, KA1, KB3, KB4, KB5</p> <p>HSS/N 5203 PC2, PC5, KA1, KA2, KB1, KB5</p> <p>HSS/N 5205 PC4, PC5, KA2, KB5</p>	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	8:00hrs.

			<ul style="list-style-type: none"> <li>Have practical knowledge of nature of food item in term of raw, semi cooked or cooked meal</li> <li>Discuss the importance of optimum temperature control for food safety and food hygiene</li> <li>Practice hygienic personal grooming and cleanliness of surrounding</li> </ul>	HSS/N 5201 PC3, PC4, PC5, PC6, PC10, PC11, PC12, KA1, KA2, KB5, KB6 HSS/N 5202 PC1, PC3, KA1, KB3, KB4, KB5 HSS/N 5203 PC2, PC5, KA1, KA2, KB1, KB5 HSS/N 5205 PC4, PC5, KA2, KB5	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, use of internet.	8:00hrs.
		Food Storage Practices	<ol style="list-style-type: none"> <li>Describe food classification as per storage practices</li> <li>Paraphrase types of storage practices</li> </ol>	HSS/N 5202 PC1, PC2, PC4, KA2, KA4, KB1, KB2	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	7:00hrs.
			<ul style="list-style-type: none"> <li>Practical demonstration of food classification as per storage practices</li> <li>Demonstrate types of storage practices</li> </ul>	HSS/N 5202 PC1, PC2, PC4, KA2, KA4, KB1, KB2	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Note Pad, Pen, charts, refrigeration, preservatives, microwave etc., use of internet.	7:00hrs.
		Food Preparation and Dietary Education	<ol style="list-style-type: none"> <li>Prepare the food for patients</li> <li>Learn various techniques of food preparation</li> <li>Develop broad understanding of cooking practices as specified for different food items</li> </ol>	HSS/N 5205 PC1, PC2, PC3, KA2, KB1, KB2, KB4, KB6, KB7, KB, KB9, KB10 HSS/N 5206 PC1, PC2, KA1, KA2, KB1, KB2, KB3, KB4	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	7:00hrs.
			<ol style="list-style-type: none"> <li>Familiarise with the dietary education</li> <li>Recognise the five food group</li> </ol>	HSS/N 5205 PC1, PC2, PC3, KA2, KB1, KB2, KB4, KB6, KB7, KB, KB9, KB10 HSS/N 5206 PC1, PC2, KA1, KA2, KB1, KB2, KB3, KB4	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00hrs.
			<ul style="list-style-type: none"> <li>Practice preparing food for patients</li> <li>Practice various techniques of food preparation</li> </ul>	HSS/N 5205 PC1, PC2, PC3, KA2, KB1, KB2, KB4, KB6, KB7, KB, KB9, KB10 HSS/N 5206 PC1, PC2, KA1, KA2, KB1, KB2, KB3, KB4	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, gas, burner, microwave, refrigerator etc.	6:00hrs.

			<ul style="list-style-type: none"> <li>Develop broad understanding of cooking</li> <li>Practices as specified for different food items</li> </ul>	HSS/N 5205 PC1, PC2, PC3, KA2, KB1, KB2, KB4, KB6, KB7, KB, KB9, KB10 HSS/N 5206 PC1, PC2, KA1, KA2, KB1, KB2, KB3, KB4	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, gas, burner, microwave, refrigerator etc.	6:00hrs.
			<ul style="list-style-type: none"> <li>Demonstrate dietary education and the five food group</li> </ul>	HSS/N 5205 PC1, PC2, PC3, KA2, KB1, KB2, KB4, KB6, KB7, KB, KB9, KB10 HSS/N 5206 PC1, PC2, KA1, KA2, KB1, KB2, KB3, KB4	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, gas, burner, microwave, refrigerator etc.	6:00hrs.
		Ailments Associated with Intake of Contaminated Food	1. Explain the food borne illness	HSS/N 5202 PC3, PC5, KA1, KA3, KB3, KB4, KB5	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00hrs.
			1. Identify the suspected food borne illness	HSS/N 5202 PC3, PC5, KA1, KA3, KB3, KB4, KB5	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	5:00hrs.
			<ul style="list-style-type: none"> <li>Gain practical knowledge on ailments/ symptoms associated with food contamination</li> <li>Interpret unusual symptoms associated with consumption of contaminated food</li> </ul>	HSS/N 5202 PC3, PC5, KA1, KA3, KB3, KB4, KB5	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, use of internet.	5:00hrs.
11.	Infection Control And Prevention	Prevent and Control Infection	<ol style="list-style-type: none"> <li>Control infections effectively</li> <li>Follow infection control policies and procedures</li> </ol>	HSS/N9610 PC1, PC31, PC31, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC28, PC29, PC30, PC31, KA1, KA2, KA3, KA4, KB1, KB2, KB4, KB5, KB6, KB7, KB8, KB9, KB10, KB11, KB12, KB13	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2:00hrs.

		Consent, Documentation & Records	<ul style="list-style-type: none"> <li>Demonstrate infection control practices</li> <li>Discuss infection control policies and procedures</li> </ul>	HSS/N9610 PC1, PC31, PC31, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC28, PC29, PC30, PC31, KA1, KA2, KA3, KA4, KB1, KB2, KB4, KB5, KB6, KB7, KB8, KB9, KB10, KB11, KB12, KB13	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	1:00hr.
12.	Consent, Documentation & Records	Consent, Documentation & Records	<ol style="list-style-type: none"> <li>Explain importance of observing and reporting the conditions of patient as well as taking consent while assisting the patient</li> <li>Explain the importance of verbal information to the doctor in charge</li> <li>Explain the importance and guidelines for documentation of different observations and informed consent of the patient.</li> <li>Explain the uses and importance of various records in healthcare set up &amp; how to obtain information from them at the time of follow up or during research activities</li> </ol>	HSS/N 5201 PC13, PC14, KA1, KB6 HSS/N 5202 PC4, KA3, KA4, KB1 HSS/N 5203 PC2, KA1, KB5 HSS/N 5204 PC5, KA3, KB4 HSS/N 5205 PC5, KA1, KA2, KB3, KB9 HSS/N 5206 PC1, PC2, KA1, KA2, KB1, KB3, KB4	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00hrs.
			<ul style="list-style-type: none"> <li>Gain practical knowledge of guidelines for documentation</li> <li>Gain knowledge about various types of records important for diet assistant</li> <li>Have role plays to practice reporting</li> </ul>	HSS/N 5201 HSS/N 5201 PC13, PC14, KA1, KB6 HSS/N 5202 PC4, KA3, KA4, KB1 HSS/N 5203 PC2, KA1, KB5 HSS/N 5204 PC5, KA3, KB4 HSS/N 5205 PC5, KA1, KA2, KB3, KB9 HSS/N 5206 PC1, PC2, KA1, KA2, KB1, KB3, KB4	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, sample Performa.	5:00hrs.

13.	Observing and Reporting	Observing and Reporting	1. Understand the importance of observing and reporting to authority for said or unsaid findings	HSS/N 5201 PC13, PC14, KA1, KB6 HSS/N 5202 PC4, KA3, KA4, KB1	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00hrs.
			2. Understanding the importance of verbally informing the person in authority	HSS/N 5203 PC2, KA1, KB5 HSS/N 5204 PC5, KA3, KB4 HSS/N 5205 PC5, KA1, KA2, KB3, KB9 HSS/N 5206 PC1, PC2, KA1, KA2, KB1, KB3, KB4			
			<ul style="list-style-type: none"> <li>Discuss the importance of observing and reporting to authority for said or unsaid findings</li> <li>Have role plays to practice verbally informing the person in authority</li> </ul>	HSS/N 5201 PC13, PC14, KA1, KB6 HSS/N 5202 PC4, KA3, KA4, KB1 HSS/N 5203 PC2, KA1, KB5 HSS/N 5204 PC5, KA3, KB4 HSS/N 5205 PC5, KA1, KA2, KB3, KB9 HSS/N 5206 PC1, PC2, KA1, KA2, KB1, KB3, KB4	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, sample Performa.	5:00hrs.
	Inventory and Kitchen Management	Inventory and Kitchen Management	1. Develop understanding about inventory management	HSS/N 5202 PC2, PC4, KA2, KB2 HSS/N 9603 PC1, KA1, KA2, KB11	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	8:00hrs.
			<ul style="list-style-type: none"> <li>Practice various inventory management techniques</li> </ul>	HSS/N 5202 PC2, PC4, KA2, KB2 HSS/N 9603 PC1, KA1, KA2, KB11	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, kitchen, mock environments, utensils etc.	5:00hrs.



14.	Patient's Rights & Environment	Patient's Rights & Environment	<ol style="list-style-type: none"> <li>Enumerate patient's rights</li> <li>Learn the role of diet assistant in maintaining patient's rights</li> </ol>	HSS/N 9606, PC1, PC2, PC3, PC4, PC5, C7, PC8, KA1, KA2, KA3, KB1 HSS/N 9610 PC15, PC16, PC20, PC25, KA1, KA2, KB1, KB9	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Note Pad, Pen, charts, kitchen, mock environments, utensils etc. Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	3:00hrs.
			<ul style="list-style-type: none"> <li>Discuss legal rights of patient</li> <li>Discuss ethical aspect of legal rights</li> </ul>	HSS/N 9606, PC1, PC2, PC3, PC4, PC5, PC7, PC8, KA1, KA2, KA3, KB1 HSS/N 9610 PC15, PC16, PC20, PC25, KA1, KA2, KB1, KB9	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, e-modules for reference	2:00hrs.
		Measuring Parameters	<ol style="list-style-type: none"> <li>Help in measuring patient's parameters accurate</li> </ol>	HSS/N 9606, PC8, PC9, KA1, KA4, KB1 HSS/N 9610 PC18, KA3 KB4, KB6	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2:00hrs.
			<ul style="list-style-type: none"> <li>Practice measuring vital signs / parameters</li> <li>Practice accurate measurement of body temperature , blood pressure, breath rate, height and weight of patient</li> </ul>	HSS/N 9606, PC8, PC9, KA1, KA4, KB1 HSS/N 9610 PC18, KA3 KB4, KB6	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, e-modules for reference	3:00hrs.

15.	Soft Skills And Communication Skills	Introduction to Soft Skills	1. Define communication and its process. 2. Learn about effective communication	Bridge Module	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	6:00hrs.
			1. Familiarize with language skills, listening skills, speaking skills, reading skills, writing skills				7:00hrs.
			<ul style="list-style-type: none"> <li>Role play:               <ul style="list-style-type: none"> <li>» language skills</li> <li>» listening skills</li> <li>» speaking skills</li> </ul> </li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	5:00hrs.
			<ul style="list-style-type: none"> <li>Practice reading skills</li> <li>Practice writing skills</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	5:00hrs.
			<ul style="list-style-type: none"> <li>Role play: Respond to patient's call.</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	3:00hrs.
		Professional Behaviour	1. Familiarize with the importance of professional behaviour.	Bridge Module	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	8:00hrs.
			<ul style="list-style-type: none"> <li>Practice to maintain professional behaviour at patient's home.</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	7:00hrs.
16.	Basic Computer Knowledge	Introduction to Computer	1. Define the computer. 2. Recognise its various parts. 3. Differentiate the advantages and disadvantages of computer.	Digital Literacy	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00hr.
			<ul style="list-style-type: none"> <li>Recognize various parts of computer.</li> </ul>		<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts and Computer with internet facility.	1:00hr.

	MS Word	1. Learn the concept of and practice MS-Word.	Digital Literacy	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00hr.
		<ul style="list-style-type: none"> <li>Print a document</li> <li>Format a document.</li> </ul>		<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts and Computer with internet facility.	3:00hrs.
	MS Excel	1. Use formulas 2. Make Charts and Pivot Table	Digital Literacy	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00hr.
		<ul style="list-style-type: none"> <li>Work on MS-Excel</li> <li>Format cells and cell content</li> <li>Use formulas</li> </ul>		<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts and Computer with internet facility.	3:00hrs.
	Internet Concepts	3. Understand internet concepts 4. Recognise the different types of URLs 5. Use MS-Outlook	Digital Literacy	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2:00hrs.
		<ul style="list-style-type: none"> <li>Use MS-Outlook</li> </ul>		<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts and Computer with internet facility.	3:00hrs.

17.	Employability and Entrepreneurship skills	Personal Strengths & Value Systems	<ol style="list-style-type: none"> <li>1. Explain the meaning of health</li> <li>2. List common health issues</li> <li>3. Discuss tips to prevent common health issues</li> <li>4. Explain the meaning of hygiene</li> <li>5. Understand the purpose of Swacch Bharat Abhiyan</li> <li>6. Explain the meaning of habit</li> <li>7. Discuss ways to set up a safe work environment</li> <li>8. Discuss critical safety habits to be followed by employees</li> <li>9. Explain the importance of self-analysis</li> <li>10. Understand motivation with the help of Maslow's Hierarchy of Needs</li> <li>11. Discuss the meaning of achievement motivation</li> <li>12. List the characteristics of entrepreneurs with achievement motivation</li> <li>13. List the different factors that motivate you</li> <li>14. Discuss how to maintain a positive attitude</li> <li>15. Discuss the role of attitude in self-analysis</li> <li>16. List your strengths and weaknesses</li> <li>17. Discuss the qualities of honest people</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Image Practicals</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	4:30hrs.
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			<ol style="list-style-type: none"> <li>18. Describe the importance of honesty in entrepreneurs</li> <li>19. Discuss the elements of a strong work ethic</li> <li>20. Discuss how to foster a good work ethic</li> <li>21. List the characteristics of highly creative people</li> <li>22. List the characteristics of highly innovative people</li> <li>23. Discuss the benefits of time management</li> <li>24. List the traits of effective time managers</li> <li>25. Describe effective time management technique</li> <li>26. Discuss the importance of anger management</li> <li>27. Describe anger management strategies</li> <li>28. Discuss tips for anger management</li> <li>29. Discuss the causes of stress</li> <li>30. Discuss the symptoms of stress</li> <li>31. Discuss tips for stress management</li> </ol>				
			<ul style="list-style-type: none"> <li>• Demonstrate tips to prevent health issues.</li> <li>• Demonstrate safety tips to design a safe workplace.</li> <li>• Discuss effective time management techniques.</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Workbook exercises on health standards, Laptop, activity on strengths and weaknesses, white board, marker, projector.	4:00hrs.

		Digital Literacy: A Recap	<ol style="list-style-type: none"> <li>1. Identify the basic parts of a computer</li> <li>2. Identify the basic parts of a keyboard</li> <li>3. Recall basic computer terminology</li> <li>4. Recall basic computer terminology</li> <li>5. Recall the functions of basic computer keys</li> <li>6. Discuss the benefits of Microsoft Outlook</li> <li>7. Discuss the different types of e-commerce</li> <li>8. List the benefits of e-commerce for retailers and customers</li> <li>9. Discuss how the Digital India campaign will help boost e-commerce in India</li> <li>10. Describe how you will sell a product or service on an e-commerce platform</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals</li> <li>• Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00hr.
			<ul style="list-style-type: none"> <li>• Demonstrate basic parts of a computer.</li> <li>• Demonstrate basic parts of a keyboard.</li> <li>• Discuss the main applications of MS Office.</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Laptop, white board, marker, projector,CPU, Monitor,keyboard, mouse, MS Office software, E-Wallet soft wares such as Pay TM, SBI buddy etc.	3:00hrs.
		Money Matters	<ol style="list-style-type: none"> <li>1. Discuss the importance of saving money</li> <li>2. Discuss the benefits of saving money</li> <li>3. Discuss the main types of bank accounts</li> <li>4. Differentiate between fixed and variable costs</li> <li>5. Describe the main types of investment options</li> <li>6. Describe the different types of insurance products</li> <li>7. Describe the different types of taxes</li> <li>8. Discuss the main types of electronic funds transfers</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals</li> <li>• Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	6:00hrs.

			<ul style="list-style-type: none"> <li>Discuss the process of opening a bank account.</li> <li>Discuss the uses of online banking</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Laptop, white board, marker, projector, Passport, Driving License, Voter ID card, PAN card, Aadhaar card, sample KYC document, bank opening form (can be downloaded from the Internet).	2:00hrs.
		Preparing for Employment and Self Employment	<ol style="list-style-type: none"> <li>Discuss the steps to prepare for an interview</li> <li>Discuss the steps to create an effective Resume</li> <li>Discuss the most frequently asked interview questions</li> <li>Discuss basic workplace terminology</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2:00hrs.
			<ul style="list-style-type: none"> <li>Role play how to prepare for an interview.</li> <li>Discuss how to answer the most frequently asked interview questions</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Laptop, white board, marker, projector, sample CVs, Mock interviews, role plays, role play briefs, FAQs, quiz on basic workplace technologies.	4:00hrs.
		Understanding Entrepreneurship	<ol style="list-style-type: none"> <li>Discuss the concept of entrepreneurship</li> <li>Discuss the importance of entrepreneurship</li> <li>Describe the characteristics of an entrepreneur</li> <li>Describe the different types of enterprises</li> <li>List the qualities of an effective leader</li> <li>Discuss the benefits of effective leadership</li> <li>List the traits of an effective team</li> <li>Discuss the importance of listening effectively</li> <li>Discuss how to listen effectively</li> <li>Discuss the importance of speaking effectively</li> <li>Discuss how to speak effectively</li> <li>Discuss how to solve problems</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2:30hrs.

		<ol style="list-style-type: none"> <li>13. List important problem solving traits</li> <li>14. Discuss ways to assess problem solving skills</li> <li>15. Discuss the importance of negotiation</li> <li>16. Discuss how to negotiate</li> <li>17. Discuss how to identify new business opportunities</li> <li>18. Discuss how to identify business opportunities within your business</li> <li>19. Understand the meaning of entrepreneur</li> <li>20. Describe the different types of entrepreneurs</li> <li>21. List the characteristics of entrepreneurs</li> <li>22. Recall entrepreneur success stories</li> <li>23. Discuss the entrepreneurial process</li> <li>24. Describe the entrepreneurship ecosystem</li> <li>25. Discuss the government's role in the entrepreneurship ecosystem</li> <li>26. Discuss the current entrepreneurship ecosystem in India</li> <li>27. Understand the purpose of the Make in India campaign</li> <li>28. Discuss the relationship between entrepreneurship and risk appetite</li> <li>29. Discuss the relationship between entrepreneurship and resilience</li> <li>30. Describe the characteristics of a resilient entrepreneur</li> <li>31. Discuss how to deal with failure</li> </ol>				
		<ul style="list-style-type: none"> <li>• Role play how to listen effectively.</li> <li>• Role play how to speak effectively.</li> <li>• Role play how to negotiate.</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Laptop, white board, marker, projector, SWOT activity: pen and paper individual exercise, charts, coloured pens, Group Activity: poster making on entrepreneurship ecosystem. Activity: SMART Goal writing.	4:30 hrs.



		Preparing to be an Entrepreneur	<ol style="list-style-type: none"> <li>1. Discuss how market research is carried out</li> <li>2. Describe the 4 Ps of marketing</li> <li>3. Discuss the importance of idea generation</li> <li>4. Recall basic business terminology</li> <li>5. Discuss the need for CRM</li> <li>6. Discuss the benefits of CRM</li> <li>7. Discuss the need for networking</li> <li>8. Discuss the benefits of networking</li> <li>9. Understand the importance of setting goals</li> <li>10. Differentiate between short-term, medium-term and long-term goals</li> <li>11. Explain the financial planning process</li> <li>12. Discuss ways to manage your risk</li> <li>13. Discuss how to manage your own enterprise</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals</li> <li>• Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2:00 hrs.
			<ul style="list-style-type: none"> <li>• Discuss how to write a business plan.</li> <li>• Discuss the procedure and formalities for applying for bank finance</li> <li>• List and discuss important questions that every entrepreneur should ask before starting an enterprise.</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Laptop, white board, marker, projector, SWOT activity: pen and paper individual exercise, charts, coloured pens, Group Activity: poster making on entrepreneurship ecosystem. Activity: SMART Goal writing.	4:30 hrs.
Total Duration							340 hrs.

## Annexure II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Diet Assistant	
Job Role	Diet Assistant
Qualification Pack	HSS/ Q 5102
Sector Skill Council	Healthcare Sector Skill Council
Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5	To pass the Qualification Pack, every trainee should score as per assessment grid.
6	In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

Skills Practical and Viva (80% weightage)	
	Marks Allotted
Grand Total-1 (Subject Domain)	400
Grand Total-2 (Soft Skills and communication)	100
Grand Total-(Skills Practical and Viva)	500
Passing Marks (80% of Max. Marks)	400
Theory (20% weightage)	
	Marks Allotted
Grand Total-1 (Subject Domain)	80
Grand Total-2 (Soft Skills and communication)	20
Grand Total-(Theory)	100
Passing Marks (50% of Max. Marks)	50
Grand Total-(Skills Practical and Viva + Theory)	600

Overall Result		Criteria is to pass in both theory and practical individually. If fail in any one of them, then candidate is fail			
Detailed Break Up of Marks		Skills Practical & Viva			
Subject Domain		Pick any 2 NOS each of 200 marks totalling 400			
Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Total Marks (400)	Out Of	Marks Allocation	
				Viva	Skills Practical
1.HSS / N 5201: Maintain hygiene & food safety	PC1. Explain and implement temperature control techniques	200	20	10	10
	PC2. Maintain personal hygiene and ensure others maintain the same		10	2	8
	PC3. Maintain cleanliness of food handling, storage and serving areas		10	2	8
	PC4. Maintain cleanliness of all equipment, utensils and tools coming in contact with food		10	5	5
	PC5. Ensure food waste is removed promptly from food handling, storage and serving areas		20	2	8
	PC6. Ensure food waste is not allowed to contaminate other areas/ items in the food handling, storage or serving areas		10	5	5
	PC7. Follow cooking and serving practices as specified for different food items		20	5	5
	PC8. Follow proper disposal techniques for food waste, contaminated food or expired food		20	3	7
	PC9. Follow proper serving practices for cooked and raw food		10	3	7
	PC10. Prevent cross contamination or direct contamination of food		10	5	5
	PC 11. Keep hands clean and wash them after unhygienic activities		10	3	7
	PC 12. Maintain storage areas in a clean and hygienic condition		20	10	10
	PC 13. Report deliveries of food items promptly to the proper person		10	5	5

	PC 14. Deal with unexpected situations effectively and inform the proper person where appropriate		20	40	10
	<b>Total</b>		200	100	100
2. HSS / N 5202: Store food safely and prevent contamination	PC1. Understand and implement different food storage practices for different types of foods	<b>200</b>	50	20	30
	PC2. Use and operate storage equipment		50	20	30
	PC3. Follow hygiene and sanitation protocols		40	20	20
	PC4. Explain inventory management processes such as FIFO to prevent food wastage		30	10	20
	PC5. Identify signs of decay and contamination of food		30	10	20
	<b>Total</b>		200	80	120
3. HSS/ N 5203: Handle food safely to avoid contamination	PC1. Explain temperature control techniques	<b>200</b>	50	15	35
	PC2. Maintain personal hygiene and ensure others maintain the same		40	15	25
	PC3. Follow cooking and serving practices as specified for different food items		50	20	30
	PC4. Follow serving practices for cooked and raw food		30	10	20
	PC5. Prevent cross contamination or direct contamination of food		30	10	20
	<b>Total</b>		200	70	130
4. HSS / N 5204: Select a therapeutic diet/ menu	PC1. Understand patients' nutritional requirement and design a diet accordingly	<b>200</b>	50	20	30
	PC2. Understand patients' cultural and religious preference and modify diet accordingly		30	10	20
	PC3. Avoid foods or products that can lead to allergies or intolerance among patients		30	15	15
	PC4. Select menu and plan it in congruence with the medical treatment plan		40	15	25
	PC5. Report progression and modify diet accordingly		50	20	30

	<b>Total</b>		200	80	120
5. HSS / N 5205: Prepare food safely to maintain nutritive value and avoid contamination	PC1. Use different food preparation techniques	<b>200</b>	50	20	30
	PC2. Use kitchen utensils and equipment		30	10	20
	PC3. Maintain temperature control from the time to food is prepared to the time it is served		50	15	35
	PC4. Follow personal hygiene and protect the food from contamination		40	10	30
	PC5. Record changes in colour, texture or odour of food being used for preparation and discard it as per specified guidelines.		30	10	20
	<b>Total</b>		200	65	135
6. HSS/ N 5206: Educate patient on dietary restrictions	<b>PC1. Design dietary menu and educational brochures for a patient depending upon their health condition</b>	<b>200</b>	100	30	70
	<b>PC2. Customise dietary education based on the food preferences of the patients</b>		100	40	60
	<b>Total</b>		200	70	130
<b>Soft Skills and Communication</b>		<b>Pick one field from both parts each carrying 50 marks totalling 100</b>			
<b>National Occupational Standards (NOS)</b>	<b>Assessment Criteria for the Assessable Outcomes</b>	<b>Total Marks (100)</b>	<b>Out Of</b>	<b>Marks Allocation</b>	
				<b>Viva</b>	<b>Observation/ Role Play</b>
<b>Part 1 (Pick one field randomly carrying 50 marks)</b>					
<b>1. Attitude</b>					
HSS/ N 9603 (Act within the limits of one's competence and authority)	PC1. Adhere to legislation, protocols and guidelines relevant to one's role and field of practice	<b>30</b>	2	0	2
	PC2. Work within organisational systems and requirements as appropriate to one's role		2	0	2
	PC3. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority		8	4	4

	PC4. Maintain competence within one's role and field of practice		2	0	2
	PC5. Use relevant research based protocols and guidelines as evidence to inform one's practice		4	2	2
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times		4	2	2
	PC7. Identify and manage potential and actual risks to the quality and safety of practice		4	2	2
	PC8. Evaluate and reflect on the quality of one's work and make continuing improvements		4	2	2
	<b>Total</b>		30	12	18
HSS/ N 9607 (Practice Code of conduct while performing duties)	PC1. Adhere to protocols and guidelines relevant to the role and field of practice	<b>20</b>	3	1	2
	PC2. Work within organisational systems and requirements as appropriate to the role		3	1	2
	PC3. Recognise the boundary of the role and responsibility and seek supervision when situations are beyond the competence and authority		3	1	2
	PC4. Maintain competence within the role and field of practice		1	0	1
	PC5. Use protocols and guidelines relevant to the field of practice		4	2	2
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times		1	0	1
	PC7. Identify and manage potential and actual risks to the quality and patient safety		1	0	1
	PC8. Maintain personal hygiene and contribute actively to the healthcare ecosystem		4	2	2
	<b>Total</b>		20	7	13
<b>Attitude Total</b>	<b>50</b>	50	19	31	
<b>Part 2 (Pick one field as per NOS marked carrying 50 marks)</b>					

1. Safety management					
HSS/ N 9606 (Maintain a safe, healthy, and secure working environment)	PC1. Identify individual responsibilities in relation to maintaining workplace health safety and security requirements	50	6	2	4
	PC2. Comply with health, safety and security procedures for the workplace		4	0	4
	PC3. Report any identified breaches in health, safety, and security procedures to the designated person		4	3	1
	PC4. Identify potential hazards and breaches of safe work practices		6	4	2
	PC5. Correct any hazards that individual can deal with safely, competently and within the limits of authority		6	4	2
	PC6. Promptly and accurately report the hazards that individual is not allowed to deal with, to the relevant person and warn other people who may get affected		6	4	2
	PC7. Follow the organisation's emergency procedures promptly, calmly, and efficiently		6	2	4
	PC8. Identify and recommend opportunities for improving health, safety, and security to the designated person		6	4	2
	PC9. Complete any health and safety records legibly and accurately		6	2	4
	<b>Total</b>		50	25	25
2. Waste Management					
HSS/ N 9609 (Follow biomedical waste disposal protocols)	PC1. Follow the appropriate procedures, policies and protocols for the method of collection and containment level according to the waste type	50	6	2	4
	PC2. Apply appropriate health and safety measures and standard precautions for infection prevention and control and personal protective equipment relevant to the type and category of waste		8	4	4

	PC3. Segregate the waste material from work areas in line with current legislation and organisational requirements	4	0	4
	PC4. Segregation should happen at source with proper containment, by using different colour coded bins for different categories of waste	8	4	4
	PC5. Check the accuracy of the labelling that identifies the type and content of waste	4	2	2
	PC6. Confirm suitability of containers for any required course of action appropriate to the type of waste disposal	4	4	0
	PC7. Check the waste has undergone the required processes to make it safe for transport and disposal	4	4	0
	PC8. Transport the waste to the disposal site, taking into consideration its associated risks	4	4	0
	PC9. Report and deal with spillages and contamination in accordance with current legislation and procedures	4	4	0
	PC10. Maintain full, accurate and legible records of information and store in correct location in line with current legislation, guidelines, local policies and protocols	4	4	0
	<b>Total</b>	50	32	18
<b>Grand Total-2 (Soft Skills and Communication)</b>		<b>100</b>		
<b>Detailed Break Up of Marks</b>			<b>Theory</b>	
<b>Subject Domain</b>			<b>Pick all NOS totalling 80 marks</b>	
<b>National Occupational Standards (NOS)</b>	<b>Assessment Criteria for the Assessable Outcomes</b>	<b>Weightage</b>		
1.HSS / N 5201: Maintain hygiene & food safety	PC1. Explain and implement temperature control techniques	18		
	PC2. Maintain personal hygiene and ensure others			



	maintain the same	
	PC3. Maintain cleanliness of food handling, storage and serving areas	
	PC4. Maintain cleanliness of all equipment, utensils and tools coming in contact with food	
	PC5. Ensure food waste is removed promptly from food handling, storage and serving areas	
	PC6. Ensure food waste is not allowed to contaminate other areas/ items in the food handling, storage or serving areas	
	PC7. Follow cooking and serving practices as specified for different food items	
	PC8. Follow proper disposal techniques for food waste, contaminated food or expired food	
	PC9. Follow proper serving practices for cooked and raw food	
	PC10. Prevent cross contamination or direct contamination of food	
	PC 11. Keep hands clean and wash them after unhygienic activities	
	PC 12. Maintain storage areas in a clean and hygienic condition	
	PC 13. Report deliveries of food items promptly to the proper person	
	PC 14. Deal with unexpected situations effectively and inform the proper person where appropriate	
	TOTAL	18
3.HSS / N 5202: Store food safely and prevent contamination	PC1. Understand and implement different food storage practices for different types of foods	
	PC2. Use and operate storage equipment	10
	PC3. Follow hygiene and sanitation protocols	
	PC4. Explain inventory management processes such as FIFO to prevent food wastage	
	PC5. Identify signs of decay and contamination of food	
	TOTAL	10
HSS/ N 5203: Handle food safely to avoid contamination	PC1. Explain temperature control techniques	10

	PC2. Maintain personal hygiene and ensure others maintain the same	
	PC3. Follow cooking and serving practices as specified for different food items	
	PC4. Follow serving practices for cooked and raw food	
	PC5. Prevent cross contamination or direct contamination of food	
	TOTAL	10
HSS / N 5204: Select a therapeutic diet/ menu	PC1. Understand patients' nutritional requirement and design a diet accordingly	16
	PC2. Understand patients' cultural and religious preference and modify diet accordingly	
	PC3. Avoid foods or products that can lead to allergies or intolerance among patients	
	PC4. Select menu and plan it in congruence with the medical treatment plan	
	PC5. Report progression and modify diet accordingly	
	TOTAL	16
HSS / N 5205: Prepare food safely to maintain nutritive value and avoid contamination	PC1. Use different food preparation techniques	10
	PC2. Use kitchen utensils and equipment	
	PC3. Maintain temperature control from the time to food is prepared to the time it is served	
	PC4. Follow personal hygiene and protect the food from contamination	
	PC5. Record changes in colour, texture or odour of food being used for preparation and discard it as per specified guidelines.	
	TOTAL	10
HSS/ N 5206: Educate patient on dietary restrictions	<b>PC1. Design dietary menu and educational brochures for a patient depending upon their health condition</b>	10
	<b>PC2. Customise dietary education based on the food preferences of the patients</b>	
	<b>Total</b>	10
HSS/ N 9610: Follow infection control policies and procedures	PC1. Perform the standard precautions to prevent the spread of infection in accordance with organisation requirements	6
	PC2. Perform the additional precautions when standard precautions alone may not be sufficient to prevent transmission of infection	

PC3. Minimise contamination of materials, equipment and instruments by aerosols and splatter
PC4. Identify infection risks and implement an appropriate response within own role and responsibility
PC5. Document and report activities and tasks that put patients and/or other workers at risk
PC6. Respond appropriately to situations that pose an infection risk in accordance with the policies and procedures of the organization
PC7. Follow procedures for risk control and risk containment for specific risks
PC8. Follow protocols for care following exposure to blood or other body fluids as required
PC9. Place appropriate signs when and where appropriate
PC10. Remove spills in accordance with the policies and procedures of the organization
PC11. Maintain hand hygiene by washing hands before and after patient contact and/or after any activity likely to cause contamination
PC12. Follow hand washing procedures
PC13. Implement hand care procedures
PC14. Cover cuts and abrasions with water-proof dressings and change as necessary
PC15. Wear personal protective clothing and equipment that complies with Indian Standards, and is appropriate for the intended use
PC16. Change protective clothing and gowns/aprons daily, more frequently if soiled and where appropriate, after each patient contact
PC17. Demarcate and maintain clean and contaminated zones in all aspects of health care work
PC18. Confine records, materials and medicaments to a well-designated clean zone
PC19. Confine contaminated instruments and equipment to a well-designated contaminated zone
PC20. Wear appropriate personal protective clothing and equipment in accordance with occupational health and safety policies and procedures when handling waste

HSS/ N 9606 (Maintain a safe, healthy, and secure working environment)	PC1. Identify individual responsibilities in relation to maintaining workplace health safety and security requirements	6
	PC2. Comply with health, safety and security procedures for the workplace	
	PC3. Report any identified breaches in health, safety, and security procedures to the designated person	
	PC4. Identify potential hazards and breaches of safe work practices	
	PC5. Correct any hazards that individual can deal with safely, competently and within the limits of authority	
	PC6. Promptly and accurately report the hazards that individual is not allowed to deal with, to the relevant person and warn other people who may get affected	
	PC7. Follow the organisation's emergency procedures promptly, calmly, and efficiently	
	PC8. Identify and recommend opportunities for improving health, safety, and security to the designated person	
	PC9. Complete any health and safety records legibly and accurately	
TOTAL	6	
HSS/ N 9609 (Follow biomedical waste disposal protocols)	PC1. Follow the appropriate procedures, policies and protocols for the method of collection and containment level according to the waste type	6
	PC2. Apply appropriate health and safety measures and standard precautions for infection prevention and control and personal protective equipment relevant to the type and category of waste	
	PC3. Segregate the waste material from work areas in line with current legislation and organisational requirements	
	PC4. Segregation should happen at source with proper containment, by using different colour coded bins for different categories of waste	
	PC5. Check the accuracy of the labelling that identifies the type and content of waste	
	PC6. Confirm suitability of containers for any required course of action appropriate to the type of waste disposal	
	PC7. Check the waste has undergone the required processes to make it safe for transport and disposal	
	PC8. Transport the waste to the disposal site, taking into consideration its associated risks	

	PC9. Report and deal with spillages and contamination in accordance with current legislation and procedures	
	PC10. Maintain full, accurate and legible records of information and store in correct location in line with current legislation, guidelines, local policies and protocols	
	TOTAL	6
<b>Grand Total-2 (Soft Skills and Communication)</b>		<b>20</b>



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