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Healthcare  
Sector  
Skill Council

# Facilitator Guide



Sector  
Health

Sub-Sector  
Allied Health & Paramedics

Occupation  
Home Health Aide

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NSQF Level: 4

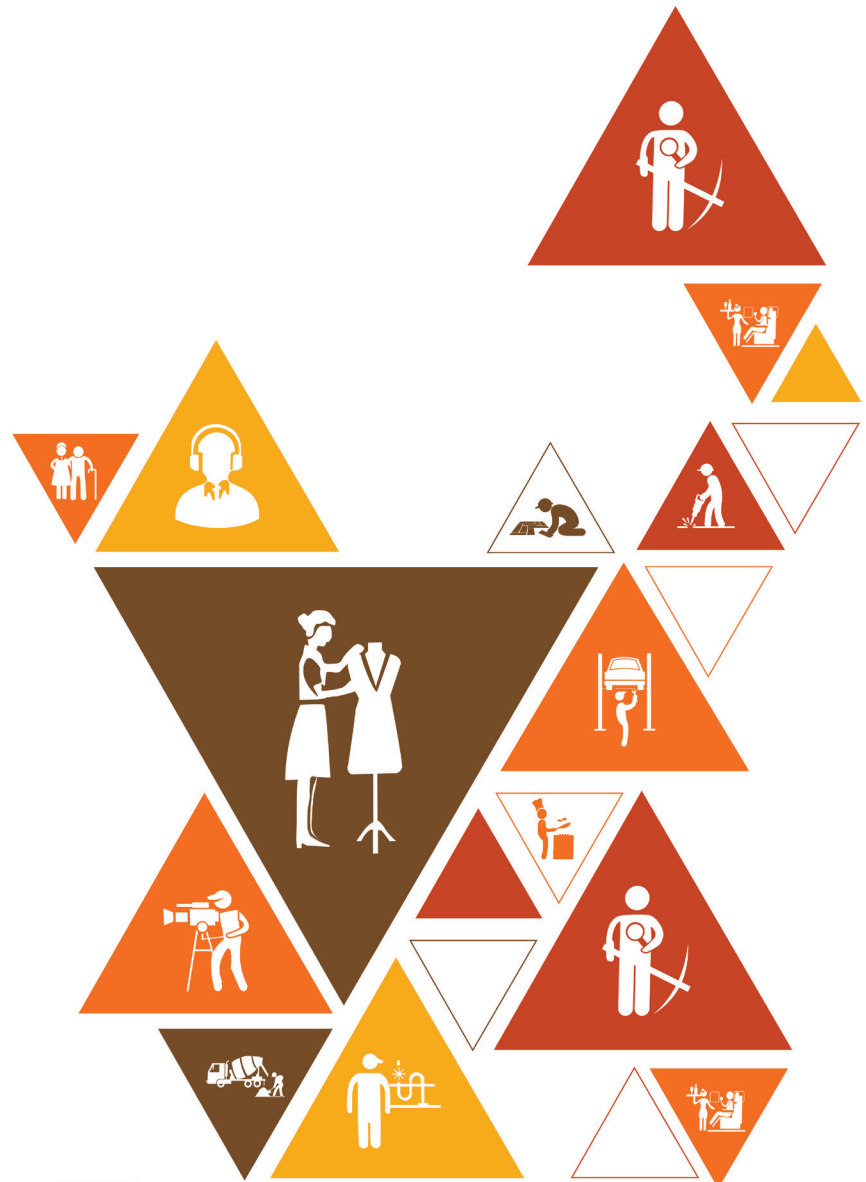
# Home Health Aide





**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

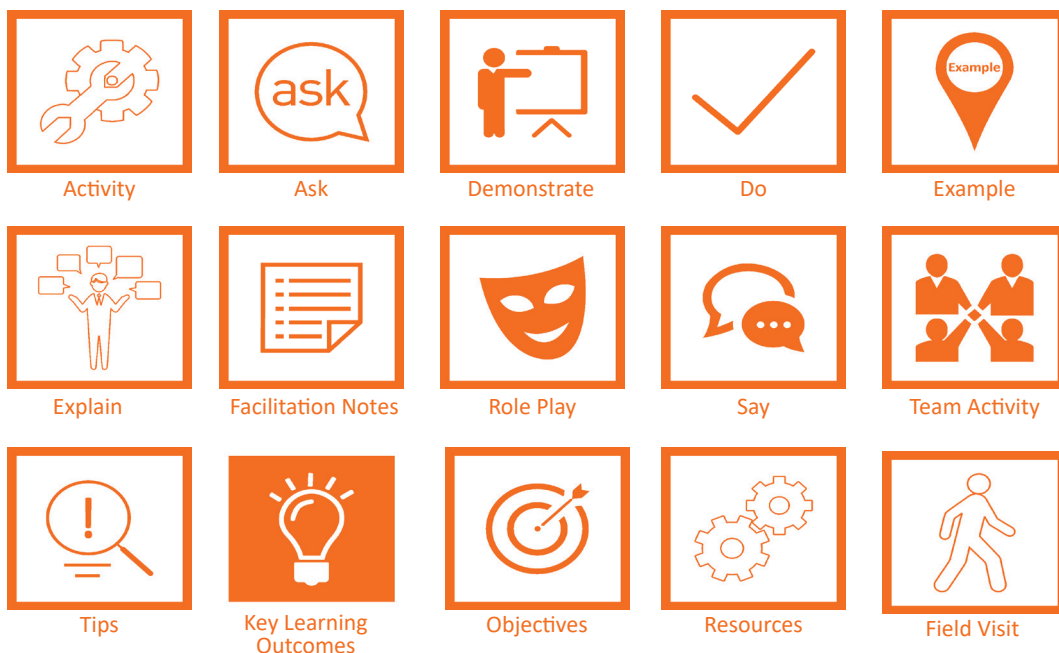
This Facilitator Guide is designed to enable training for the specific Qualification Pack (QP). Each National Occupational (NOS) is covered across Unit/s.

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

- Assist patient in bathing.
- Assist patient in grooming.
- Assist individual in dressing-up.
- Support patient to eat and drink.
- Assist individual in maintaining normal elimination.
- Prevent and control infection in the home setting.
- Communicate with geriatric/paralytic/ immobile patient and their carers.
- Enable geriatric/paralytic/ immobile patient to cope with changes to their health and well-being.
- Implement interventions with geriatric/paralytic/immobile patient at risk of falls.
- Act within the limits of your competence and authority.
- Work effectively with others.
- Manage work to meet requirements.
- Maintain a safe, healthy and secure environment.
- Practice Code of conduct while performing duties.
- Follow biomedical waste disposal protocols.

The symbols used in this book are described below:

## Symbols Used



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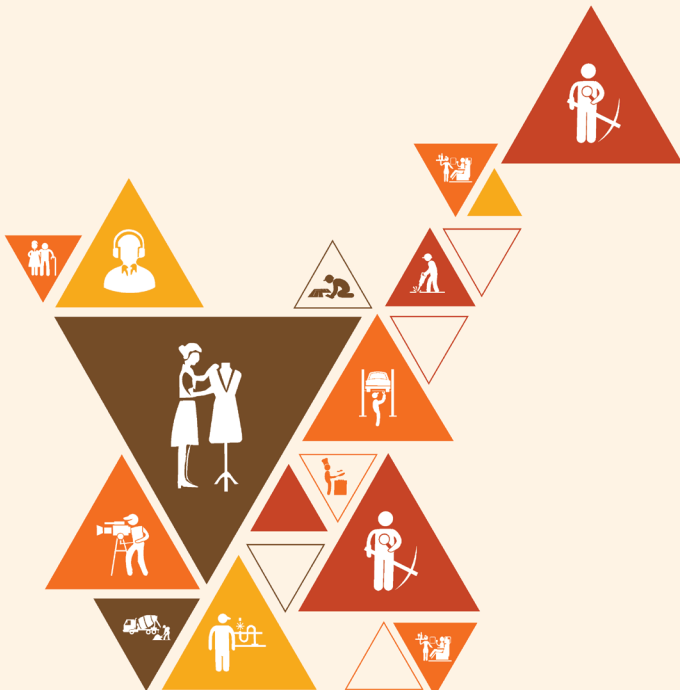
# 1. Introduction to the Program

Unit 1.1 - Objectives of the Program

Unit 1.2 - Introduction to the Healthcare Industry

Unit 1.3 – Functions of the Home Health Aide

Unit 1.4 - Tools and Equipment



## Key Learning Outcomes

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

1. State the overview of the program.
2. State the ground rules.

## UNIT 1.1: Objectives of the Program

### Unit Objectives

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

1. State the overview of the program.
2. State 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
- Mannequin
- Chart and poster demonstration

### Do

- Welcome the participants to the Program.
- Introduce yourself to the participants mentioning about you, your name and work experience.
- Tell them before starting the session, and knowing 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 with an ice breaking game.

### Activity

- Ask students to sit in a closed group in the training room.
- Ask them to introduce themselves one by one by providing their names and a little additional information such as:
  - a. Their native place or hometown
  - b. Their likes and dislikes
  - c. Hobbies, etc.
- Make sure every student takes part in the activity
- Arrange an orientation program on HHA with participants to understand the basics of Home Health Aide program with question answer session after it by using projectors and health aide related slides.



**Say** 

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

**Explain** 

- Describe in brief the overview of the training program with a focus on roles and responsibilities HHA of and the skill that they are going to develop through this program.

**Say** 

- Tell that what is your expectation from them and what program will teach them.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

**Notes for Facilitation** 

- You could ask the students about the expectations from the course.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the program.
- You could ask the students to identify and write some important ground rules for the training session by asking them “what can be considered as obstacles during a training program?” Hint: What if a mobile phone rings during the training session?

## UNIT 1.2: Introduction to the Healthcare Industry

### Unit Objectives

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

1. State the overview of healthcare industry.
2. Describe the job ladder in healthcare industry.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Flip Chart
- Participant Manual
- Mannequin
- CD/ DVD records
- Chart and poster demonstration

### Do

- Welcome participants to the second unit of the module. Tell them in this unit they will learn about healthcare industry.
- 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 healthcare industry.

### Ask

- How was their first day at training center?
- Ask them about their knowledge from the previous unit.

**Do** 

- Show the participants a graph detailing “Contribution of Healthcare Expenditure as a percent of India’s GDP” with healthcare spending.
- Show participants a graph and discuss the “workforce demands projections across various roles in healthcare”.
- Ask the participants to jot down the types of duties they perform in their job respective job roles and ask them to present in front of others.

**Say** 

- Give an overview of the Health Industry globally and in India.
- Talk about the importance of healthcare industry, networking with other sectors to meet health needs of a country.
- Provide specific details of India’s healthcare industry with a focus on coverage, services and expenditure in public and private health sectors.
- Also, discuss the components of healthcare system including public and private sector, indigenous system of medicine and voluntary and national health schemes.
- Make the students aware about the market size, workforce demands of healthcare industry in India.
- Discuss and highlight the roles and responsibilities of meeting healthcare needs of a country.
- Provide an understanding of the organizational structure of a hospital

**Tips** 

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

## 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.

## Activity (Exercise/Group work)

- You could ask 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” students would discuss and one of the representatives from the group would present the roles and responsibilities of Home Health Aide in front of others.
- 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.

## UNIT 1.3: Functions of the Home Health Aide

### Unit Objectives

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

1. Define the roles and responsibilities of Home Health Aide.
2. Code of conduct for the job.
3. 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
- Mock environment of clinic and hospital environment
- Home care setups with home based articles
- Sample drug

### 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 job role of a Home Health Aide.

### Activity

- Ask students to identify common personal grooming activities required in a healthcare setting
- Share some traits of the personal grooming activities with the participants.
- Subdivide the activity amongst the class and randomly choose distribute these amongst participants.

- a. Advantages of personal grooming
- b. Types of personal grooming
- c. Components of personal grooming

## Example

- With the help of contrasting photographs, give the participants an example about maintaining personal hygiene, grooming health and hygiene practices.

## Do

- Ask students what are the common problems arise for a patient as well as for the Home Health Aide if a Home Health Aide is not well groomed in a hospital.

## Say

- Define a Home Health Aide
- Explain the purpose of a Home Health Aide in a hospital setting or at patient's home.
- Explain in details about the jobs and responsibilities of a Home Health Aide with a focus on patient centricity, maintenance of healthy and safe environment, assistance to nurse and doctors and meeting work requirements.
- Also explain to the participants the importance of adhering to the protocols and guidelines relevant to the assigned task.
- Talk about and give examples of the risks involved with regard to patient care when the accurate procedures are not followed.
- Explain the code of conduct of a Home Health Aide with focus on maintain privacy, dignity, respect and wellbeing of a patient.
- Provide Home Health Aides with information on code of ethics to be followed in a healthcare setting.
- Talk about how to maintain personal grooming, health and hygiene practices
- Emphasize the importance of Yoga for Home Health Aides.



*HHA helping patient*

## Ask

- Ask students why is the role of a Home Health Aide important for the company?
- Why is personal grooming important?
- What do you understand by “code of conduct”?
- Name three hygiene practices of a Home Health Aide.

## Tips

- A Home Health Aide is responsible for taking personal care of the patient and is a critical member of the healthcare team.
  - i. Core areas where Home Health Aide focuses are: Ensuring patient care/comfort.
  - ii. Assisting nurses and doctors.
  - iii. Maintaining a safe, healthy and secure environment.
  - iv. Managing work to meet requirements.

## Notes for Facilitation

- You could divide the class into four groups. Assign one topic (from the list below) to each group and ask them to present 15 important points on each of the topics
  - i. Role and responsibility of Home Health Aide
  - ii. Code of Conduct
  - iii. Code of ethics
  - iv. Personal Hygiene



## UNIT 1.4: Tools and Equipment

### Unit Objectives

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

1. Identify and recognize the use of different types of medical instruments and equipment.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participant Manual
- Mannequin
- Chart and poster demonstration
- heart impressions for easy learning
- Weighing machine
- Gauge
- PPEs
- First Aid Kit
- Sanitizer
- Disinfectants
- Insulin pen
- Pocket Mask
- Splint
- Micro pore
- Thermometer
- Basic Neck Brace
- Back Support Cushion
- Hearing Aids
- Wheelchair
- Walkers & Rollators
- Walking caness
- Crutches
- BP Monitors
- Pulse Oximeters
- Bath Chairs
- Commodes

### Say

Discuss with the participants in detail about the following equipment and their usage:

- Weighing machine
- Blood pressure instrument
- Gauge
- Tourniquet
- Mannequin
- Wheel chair
- PPE
- First Aid kit
- Betadine
- Cotton Bandage
- Sanitizers
- Disinfectants
- Insulin pen
- Ambu Mask (Adult)
- AED kit
- Pocket Mask

- Sanitizers
- Disinfectants
- Insulin pen
- Ambu Mask (Adult)
- AED kit
- Pocket Mask
- Walker
- Crutch
- Cane
- Bed pan
- Urinal (Male &Female)
- Artery Forceps
- Dissecting Forceps
- Splint
- Cervical Collar
- Kidney Tray
- IV Stand
- Measuring Glass
- Uro bag
- Sample Collection Bottle
- Normal Saline Bottle
- Micro pore
- Hydrogen Peroxide
- Syringe destroyer
- Syringe Sterilizer
- Thermometer
- Hot Water Bottle
- Transfer forceps
- Folley catheter
- Suction Catheter
- Ryle's Tube
- Vacutainer
- Draw Sheet



Weighing Machines



Blood Pressure Gadgets



Gauge



Wheel Chair



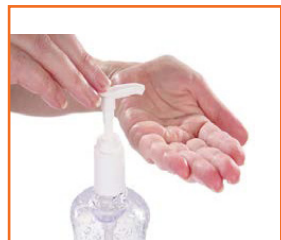
Personal Protective Equipment



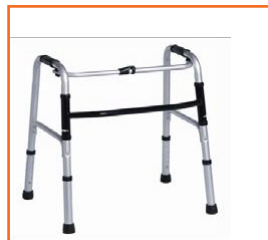
First Aid kit



Ryle's Tube



Sanitizers



Walker



IV Stand



Folley Catheter



Soft Cervical Collar



Uro Bag



Tourniquet



Cotton Bandage



Hot Water Bottle

Discuss about the potential measurement errors using the medical equipment and how to overcome those errors

- Provide an overview of the equipment used for personal care of the patients in a hospital. Also, discuss usage of each of these equipment.
  - a. Feeding Tools
  - b. Bathing Equipment
  - c. Nail care equipment

## Do

- Show the participants commonly used tools and equipment used in a hospital and ask them to identify its name and use.

## Tips

- Common medical instruments used in the hospital.
- Helping the healthcare professional in the use of the common medical equipment

## 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 ask questions.
- Answer their queries satisfactorily.

## Activity

- Divide the class into 5 groups. Name each group as team A, B, C, D and E.
- In front of each of the 5 groups, display a unique set of medical tools and instruments being used in different departments of the hospital.
- Ask each team to identify the instrument and what is it being used for.
- Each team will get 15 minutes to identify the tool and its usage and purpose.



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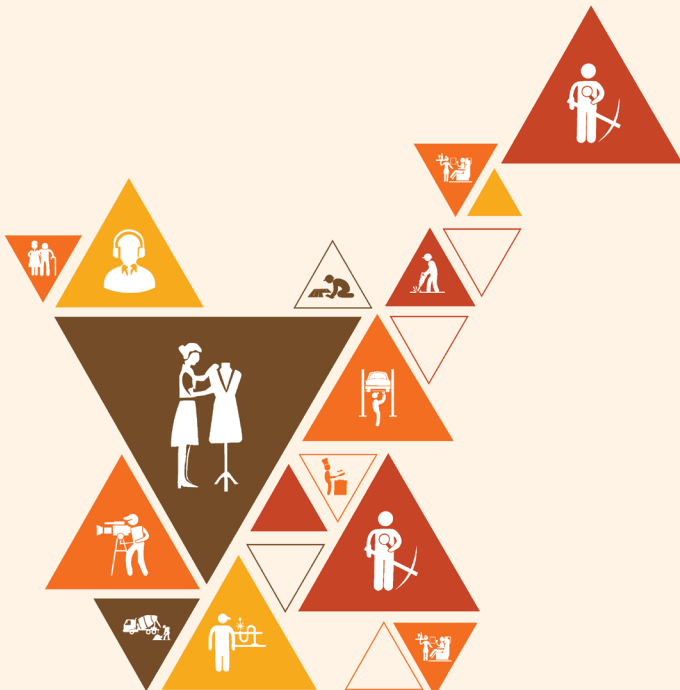
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## 2. Introduction to Human Body- Structure and Function

Unit 2.1 - Introduction to Human Body- Structure & Function

Unit 2.2 - Medical Terminologies



## Key Learning Outcomes

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

1. State the functions of the human body in discharging your role as a Home Health Aide.
2. Identify the medical names for body parts.

## 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 understand:**

1. Differentiate different parts of body.
2. Explain organization of body cells, tissues, Systems, membranes and glands.
3. Describe Muscular Skeletal System.
4. Describe Digestive System.
5. Describe Respiratory System.
6. Describe Cardio Vascular System.
7. Describe Excretory System.
8. Describe Nervous System.
9. Describe Endocrine System, Sense Organ and Reproductive System.

### 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

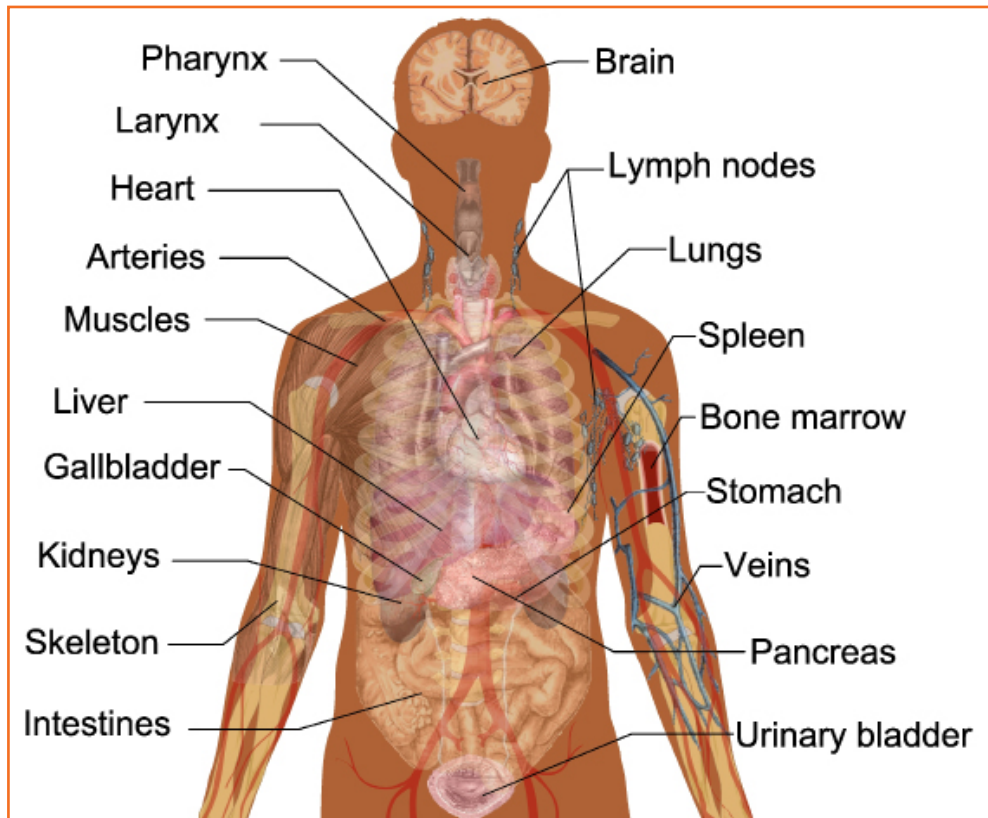
### Do

- 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. (add recap also)
- Tell them they are going to learn about basics of Anatomy and Physiology
- Provide each of the participants a list of vaccines to prevent any infection while working in a hospital setting.
- Give a drug dosage abbreviation list to each participant for their reference.



Say 

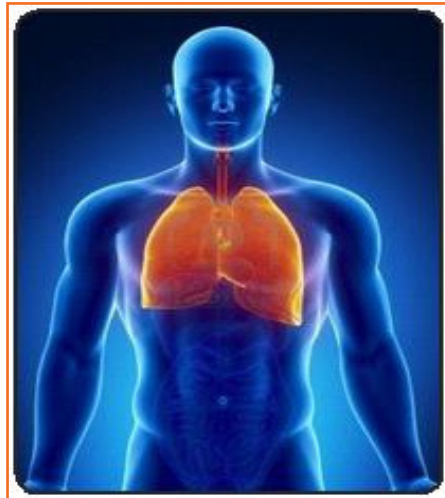
## HUMAN ANATOMY



- Provide details on the functioning of human body areas such as:
  - i. Head and Neck



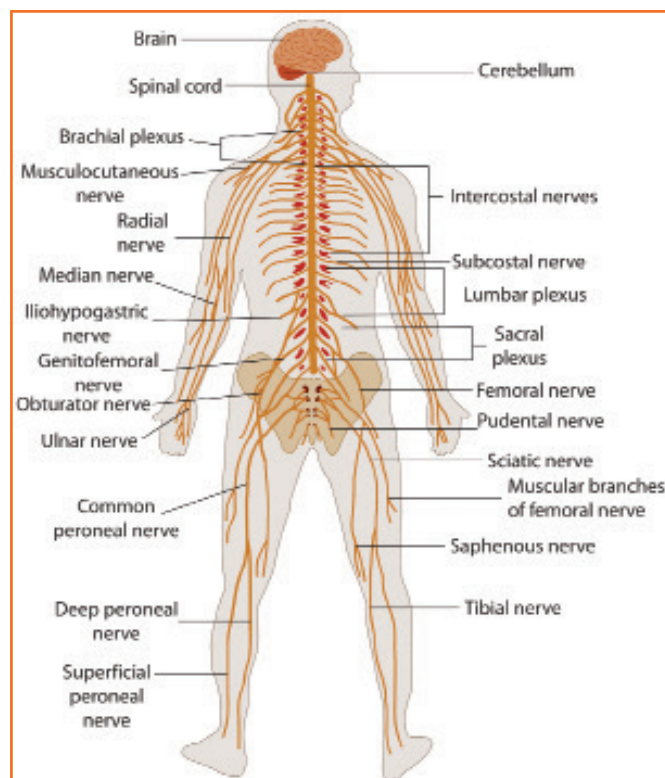
## ii. Thorax



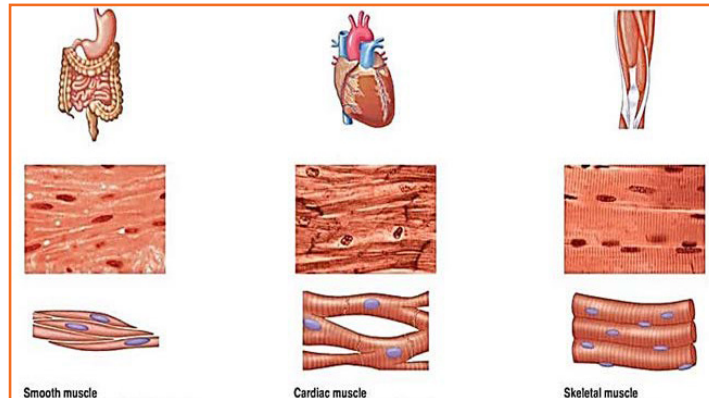
- \* Abdomen
- \* Upper and Lower Limbs
- \* Back of human body

- Explain the different basic physiological systems in the human body including:

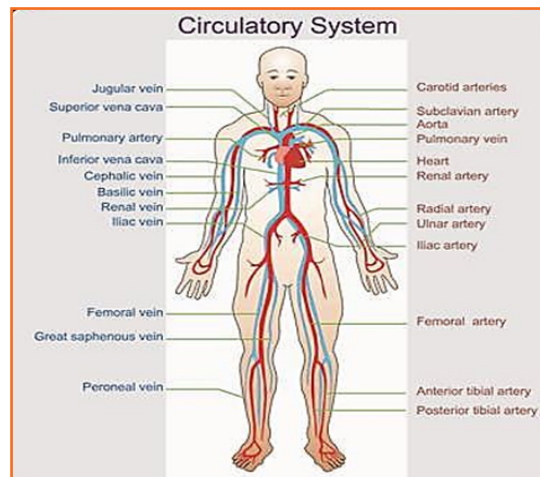
## i. Nervous system



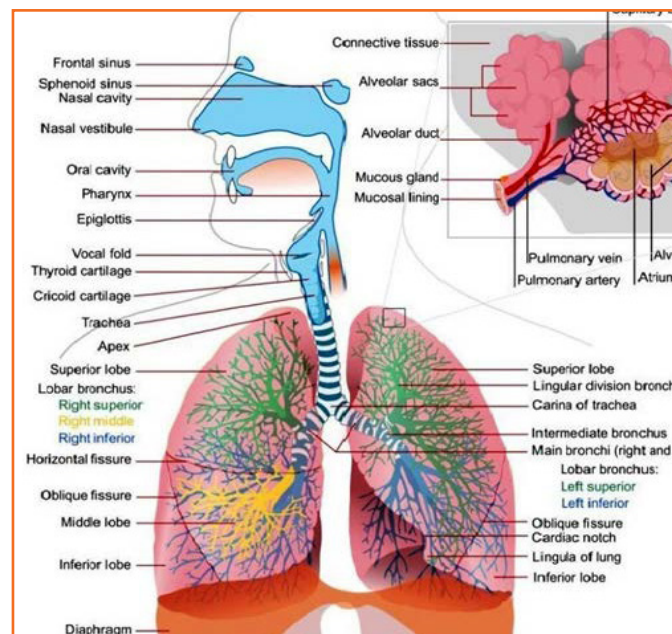
ii. Muscular and skeletal system



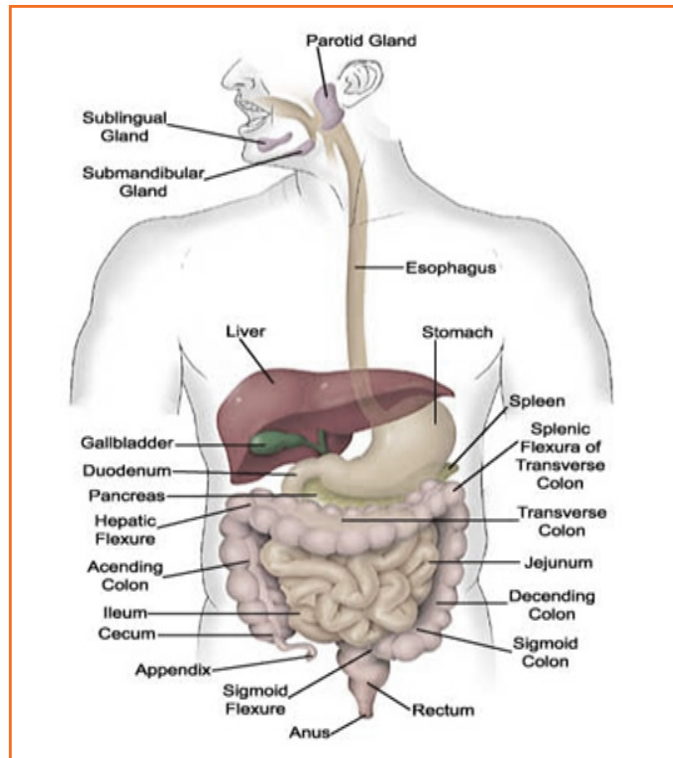
iii. Circulatory system



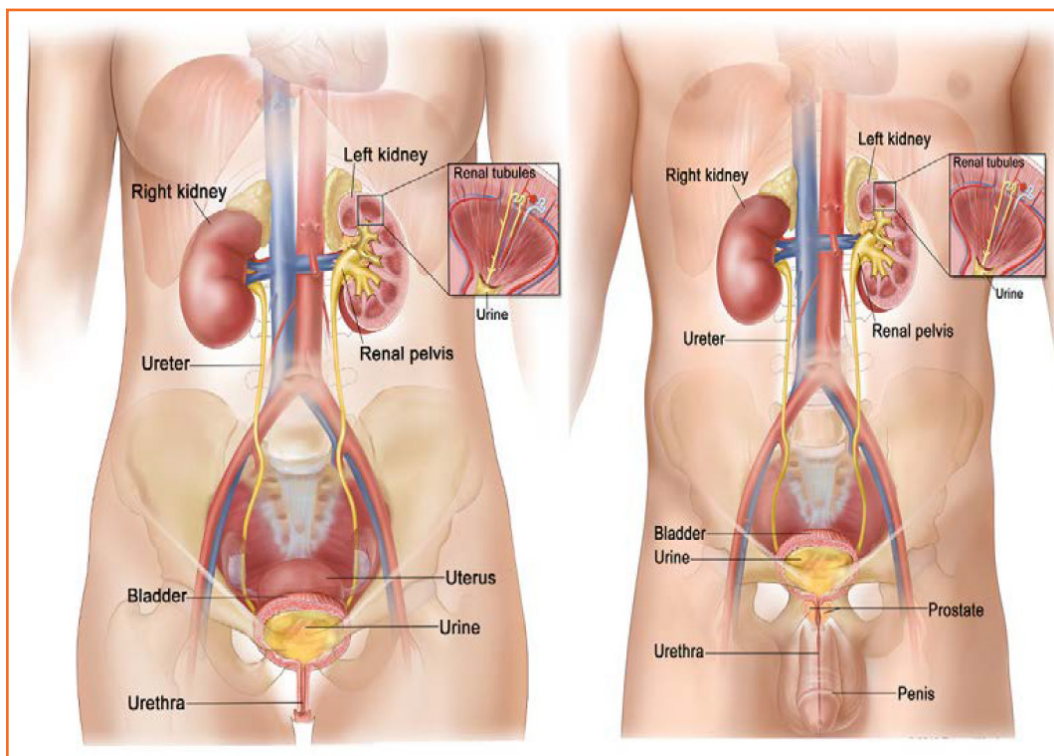
iv. Respiratory system



v. Digestive system

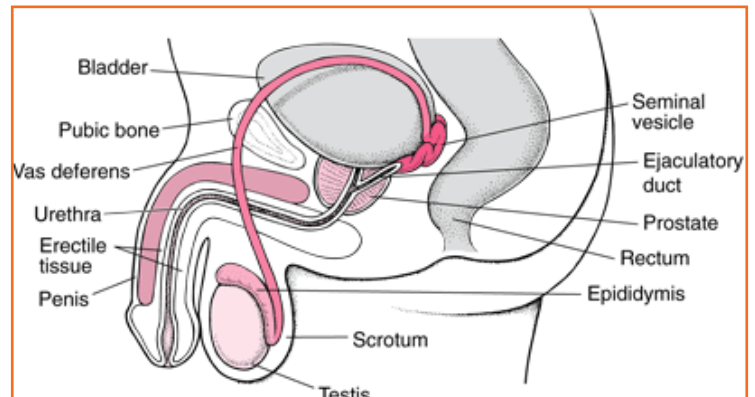
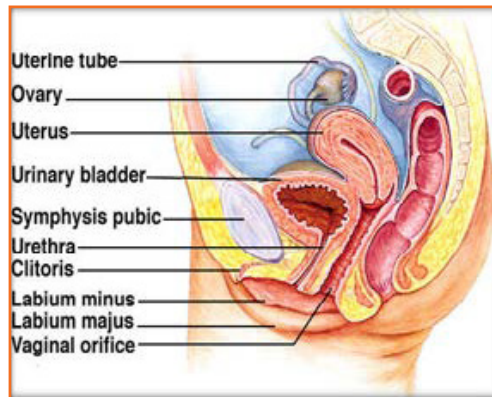


vi. Urinary system

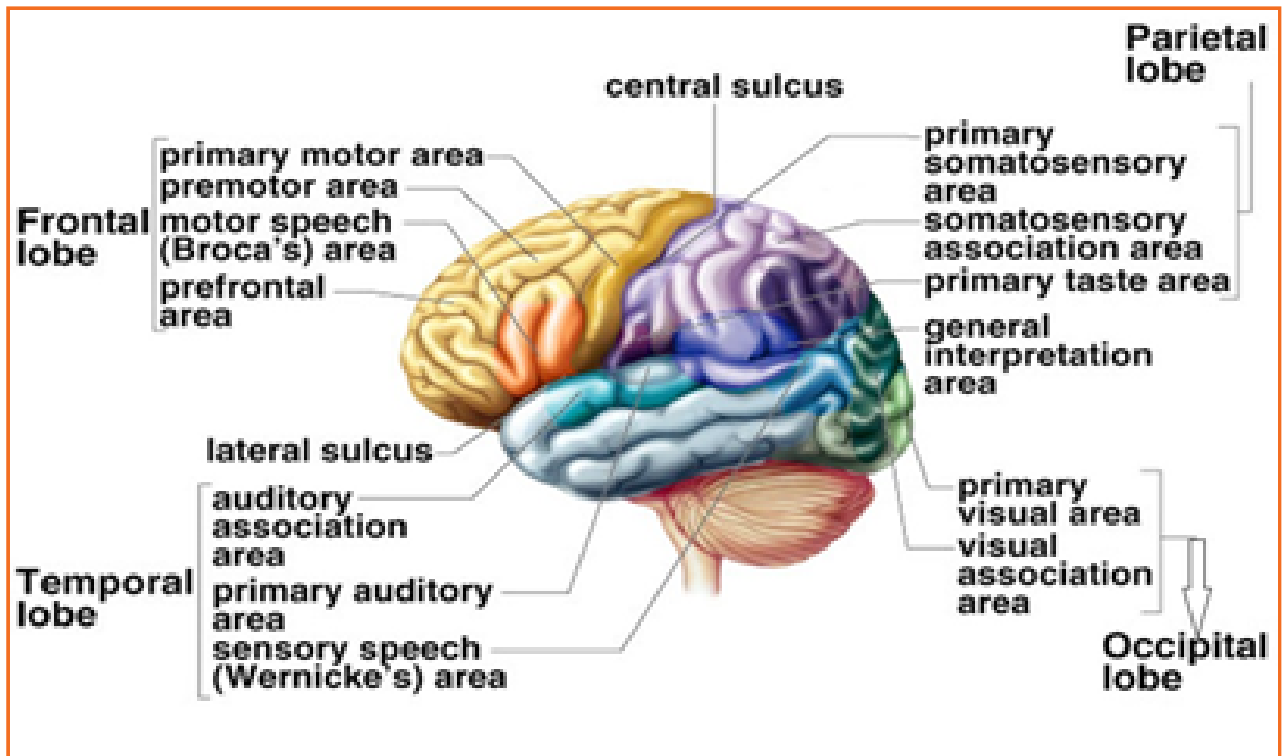




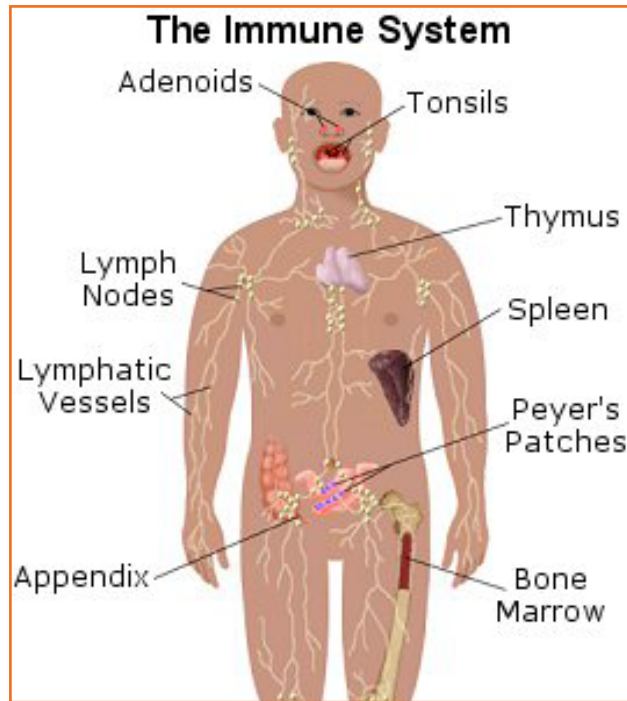
vii. Reproductive system



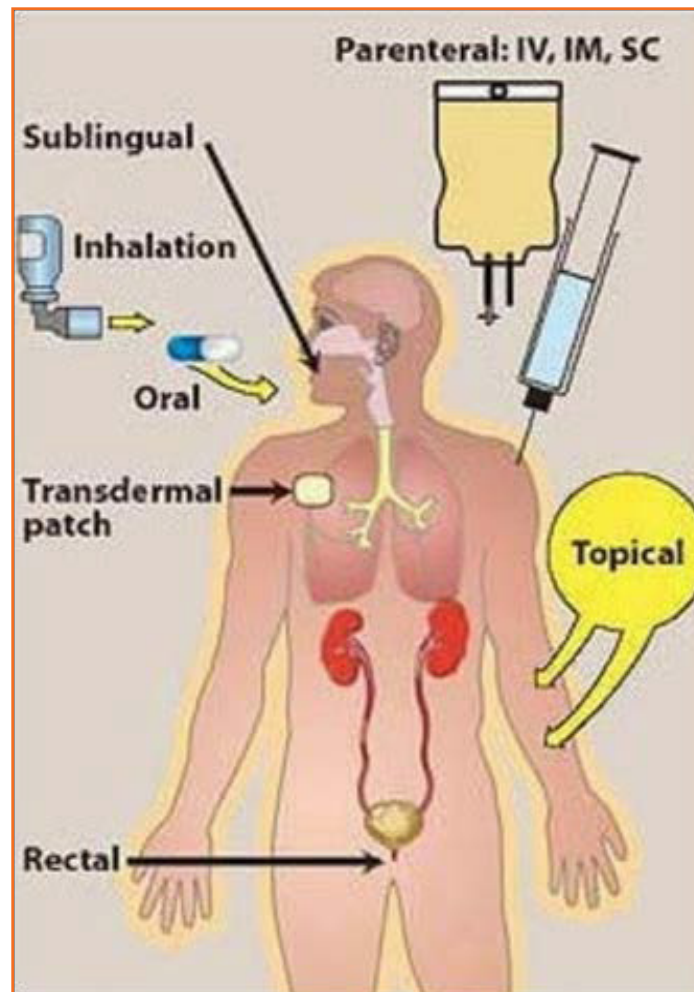
viii. Supporting Physiological Systems



- Elaborate on the Immune System (Lymphatic System) and its major components which are as follows:
  - a. Bone Marrow
  - b. Thymus
  - c. Spleen
  - d. Lymph Nodes



- Elaborate on the routes of drug administration providing details on each of the following:
  - a. Oral route
  - b. Intravenous Route (Injected into veins)
  - c. Intramuscular Route (Injected into muscles)
  - d. Intrathecal Route (Injected around the spinal cord)
  - e. Sublingual Route (Injected under the tongue)
  - f. Buccal Route (Placed between cheeks and gums)
  - g. Rectal Route (Inserted in the rectum)
  - h. Vaginal Route (Inserted in the vagina)
  - i. Ocular Route (Added in eye)
  - j. Otic Route (Added to ear)
  - k. Nasal Route (Sprayed into the nose)
  - l. Inhalation Route (Inhaled through the mouth)
  - m. Nebulization Route (Inhaled through the nose)
  - n. Cutaneous Route (Applied on skin)
  - o. Transdermal Route (Applied on a small patch of skin)



- Discuss the concept of Drug Dosage and the following components in detail with the participants:
  - a. Definition of Medication Administration.
  - b. The Metric System used for measurement in the Healthcare Industry and their following components:
    - \* Weight
    - \* Length
    - \* Volume
  - c. The Rules which are to be followed while writing drug dosage orders.
- Talk about the importance of vaccination for Home Health Aides to prevent nosocomial infections and the types of vaccines with their respective recommendations.
- Get the participants well acquainted with the Drug Dosage Abbreviation List.
- Routes of drug are the way by which a drug or other substance is put into the body. These are typically classified by the location where the drug is taken from:



Route of Drug Administration	Meaning
Oral	Swallowed by mouth
Intravenously	Injected into a vein
Intramuscularly	Injected into muscles
Intrathecaly	Injected around the spinal cord
Subcutaneously	Injected under the skin
Sublingually	Injected under the tongue
Buccally	Placed between the cheeks and gums
Rectally	Inserted in the rectum
Vaginally	Inserted in the vagina
Ocular route	Added to eye
Otic route	Added to ear
Nasally	Sprayed into the nose
Inhalation	Inhaled through the mouth
Nebulization	Inhaled through the nose
Cutaneous	Applied on skin
Transdermally	Applied on a small patch of skin

- HHA always run the risk of getting effected with serious and life threatening diseases because of their direct contact with infected patient. They should ensure that they should get vaccinated at right time.

Vaccines	Recommendation
Hepatitis	Get the 3-dose series Get anti-HBs serologic tested 1–2 months after dose #3 -----
Flu (Influenza)	Get 1 dose of influenza vaccine annually.
MMR (Measles, Mumps, & Rubella)	If you were born in 1957 or later and have not had the MMR vaccine, or if you don't have an up-to-date blood test that shows you are immune to rubella, only 1 dose of MMR is recommended. However, you may end up receiving 2 doses, because the rubella component is in the combination vaccine with measles and mumps. -----

<p>Varicella (Chickenpox)</p>	<p>If you have not had chickenpox (varicella), if you haven't had varicella vaccine, or if you don't have an up-to-date blood test that shows you are immune to varicella (i.e., no serologic evidence of immunity or prior vaccination) get 2 doses of varicella vaccine, 4 weeks apart.</p> <p>-----</p>
<p>Tdap (Tetanus, Diphtheria, Pertussis)</p>	<p>Get a one-time dose of Tdap as soon as possible if you have not received Tdap previously (regardless of when previous dose of Td was received).</p> <p>Get Td boosters every 10 years there after.</p> <p>Pregnant HCWs need to get a dose of Tdap during each pregnancy.</p> <p>-----</p>
<p>Meningococcal</p>	<p>Those who are routinely exposed to isolates of N. meningitidis should get one dose.</p> <p>-----</p>

- Drug Dosage Abbreviation

## ABBREVIATION COMMONLY USE IN PRESCRIPTION

<b>Abbreviation</b>	<b>Latin</b>	<b>Meaning</b>
• aa	ana	of each
• ac	ante cibum	before meal
• ad	-	to, up to
• a.d.	aurio dextra	right ear
• ad lib.	ad libitum	use as much as one desires, freely
• agit. ante us	agita ante usum	shake before taking
• alt. h. (alt hor)	alternis horis	every other hour
• a.m.	ante meridiem	morning, before noon
• amp	-	ampule
• amt	-	amount
• aq	aqua	water
• a.l., a.s.	aurio laeva, aurio sinister	left ear
• A.T.C	-	around the clock
• a.u.	auris utrae	both ear
• b.i.d	bis in die	use twice a day
• bis	bis	twice
• B.M.	-	bowel movement
• bol.	bolus	a large pill
• B.S.	-	body surface area
• c	cum	with
• cap., caps.	capsula	capsule
• c	cibos	food
• cc	-	cubic centimeter, also means "with food" (cum cibos)
• cf	-	with food
• D5W	-	dextrose 5% solution
• D5NS	-	dextrose 5% in normal saline
• D.A.W.	-	dispense as written
• dc, D/C, disc	-	Discontinue
• dieb. alt	diebus alternis	every other day
• dil.	-	dilute
• disp.	-	dispense

## Demonstrate

- Demonstrate the structure of the human body in terms of six levels of organization.
- List the eleven organ systems of the human body and identify at least one organ and one major function of each
- Demonstrate knowledge of normal and abnormal structure and function of the human body on the macroscopic, microscopic, and molecular levels
- Before you begin to study the different structures and functions of the human body, it is helpful to consider its basic architecture; that is, how its smallest parts are assembled into larger structures

## 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)
  - a. Nervous System
  - b. Muscular and Skeletal System
  - c. Circulatory System
  - d. Respiratory System
  - e. Digestive System
  - f. Urinary System
  - g. 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.
- Ask students to demonstrate the shifting and transferring from bed to wheel chair and vice versa , from bed to stretcher and vice versa.

## 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.

## UNIT 2.2: Medical Terminologies

### Unit Objectives

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

1. Identify the medical names for body parts

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- 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. (add recap also)
- Tell them they are going to learn about the various medical terminologies used in the Healthcare Industry.

### Say

- Name the medical terminologies used in the Healthcare Industry with their respective body parts to the participants.

### Activity

- Divide the students into 4 groups.
- Give the names of a few body parts to each group and ask them to abbreviate the said parts.

### Notes for Facilitation

- You could re-emphasize 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 ask questions.
- Answer their queries satisfactorily





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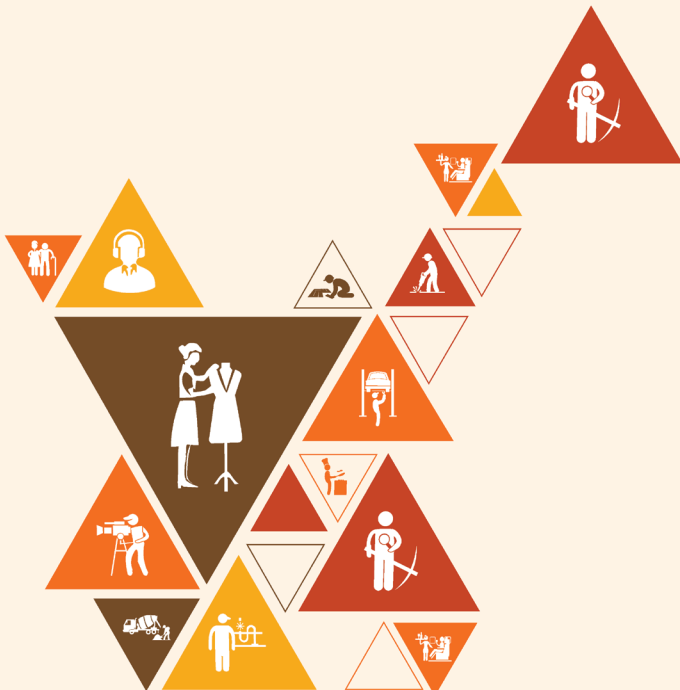
# 3. Body Mechanics & Its Application in Patient Movement

Unit 3.1 – Body Mechanics

Unit 3.2 – Positioning

Unit 3.3 – Transferring

Unit 3.4 – Mobility



HSS/ N 5123

## Key Learning Outcomes

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

1. Understand the rules and importance of body mechanics.
2. Move patient safely.
3. Explain the different types of positions of a patient.
4. Identify the different modes of patient transferring.
5. Transfer a patient from one location to another.
6. Move patient effectively.
7. Identify the equipment used in moving patient..



## UNIT 3.1: Body Mechanics

### Unit Objectives

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

1. Understand the rules and importance of body mechanics.
2. Move patient safely.

### 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 mechanics
- Internet use

### Do

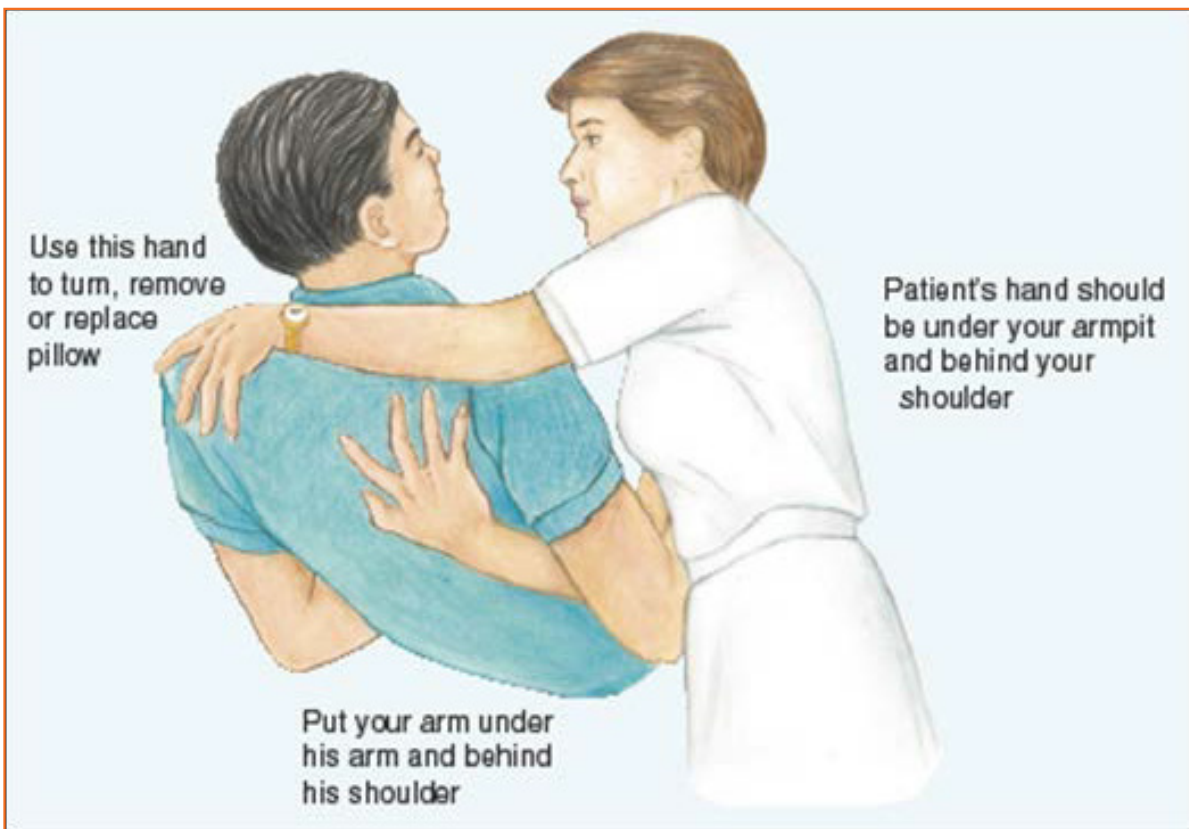
- Greet and welcome the participants to the next unit of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about body mechanics.

## Say

- Explain the rules applied to Body Mechanics.
- Talk about the importance of body mechanics for Home Health Aides.
- Discuss the principles for Body Mechanics for Home Health Aides which are as follows:
  - a. Stable Center of Gravity
  - b. Wide Base of Support
  - c. Proper Body Alignment
- Explain the process of moving a patient with the help of pictures.
- Explain the precautionary measures to be taken while lifting/shifting a patient.

## Demonstrate

- Demonstrate with the help of pictures how to move a patient correctly.



- Demonstrate how to lift heavy material without affecting the body.



### Ask

- Ask students to name the preventive measures taken by a Home Health Aide while lifting or moving a patient.

### Tips

- Never lift heavier objects you cannot handle alone.
- Create a base of support by positioning your legs shoulder width apart with one foot a half-step in front of the other foot.
- Ensure that your back does not do the heavy work, instead use the legs.
- If the bed is low, put one foot on a footstool to relieve the pressure from your lower back.
- If you are lifting a heavy object, use a back-support belt.

## Role Play

- Ask two volunteers to come forward.
- Ask one of the participants to role play a Home Health Aide and another as a patient.
- Ask the Home Health Aide to move the patient.
- Ask other participants watching the role play to observe the process of lifting up a patient.

## Notes for Facilitation

- You could demonstrate the various techniques used to maintain proper body mechanics.
- 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 3.2: Positioning

### Unit Objectives

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

1. Explain the different types of positions of a patient.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Charts
- Pillows
- Sandbags
- Commodities for support

### Do

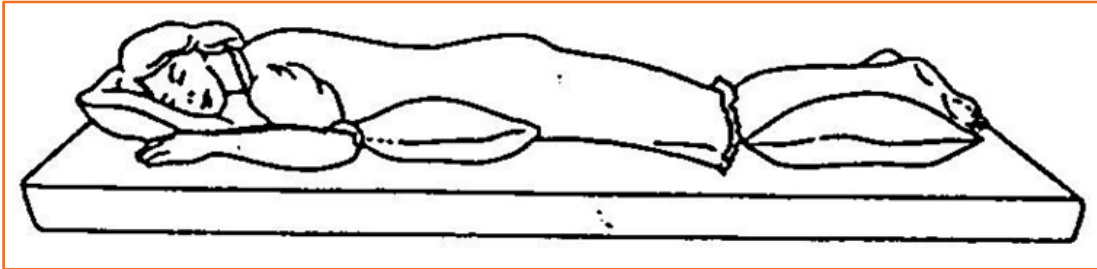
- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any. (add recap also)
- Tell them they are going to learn about positioning a patient.

### Say

- Describe the process of properly positioning a patient by a Home Health Aide.
- Explain the different patient positions which are as follows:
  - a. Prone position
  - b. Supine position
  - c. Lateral recumbent
  - d. Fowler's position
  - e. Dorsal Recumbent
  - f. Lithotomy
  - g. Sims' (aka Left Lateral Position)
  - h. Trendelenburg

## Demonstrate

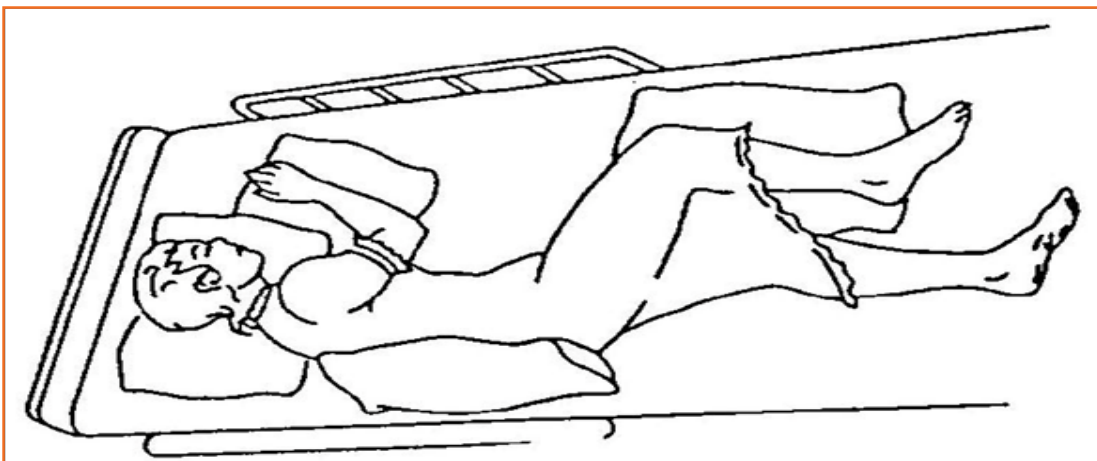
- Explain the different patient positions with the help of their respective pictures.



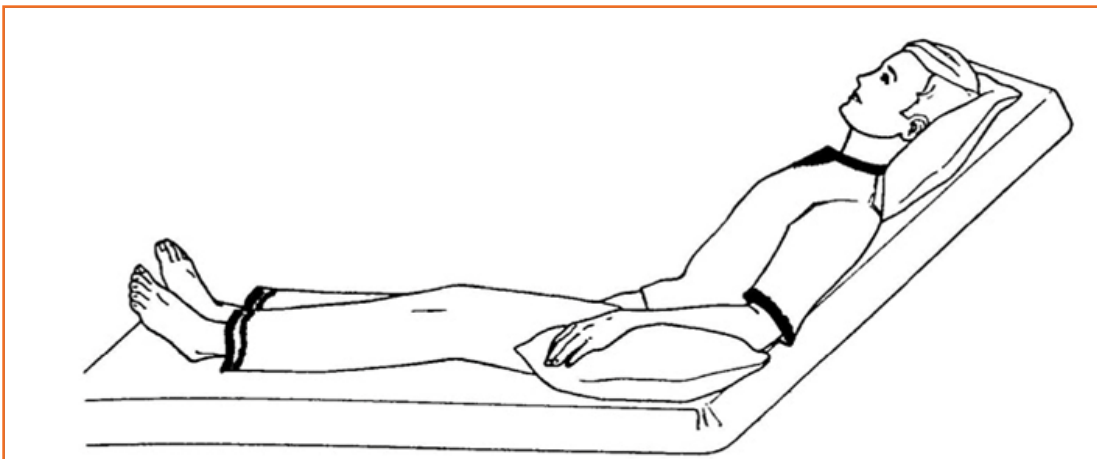
*Prone position*



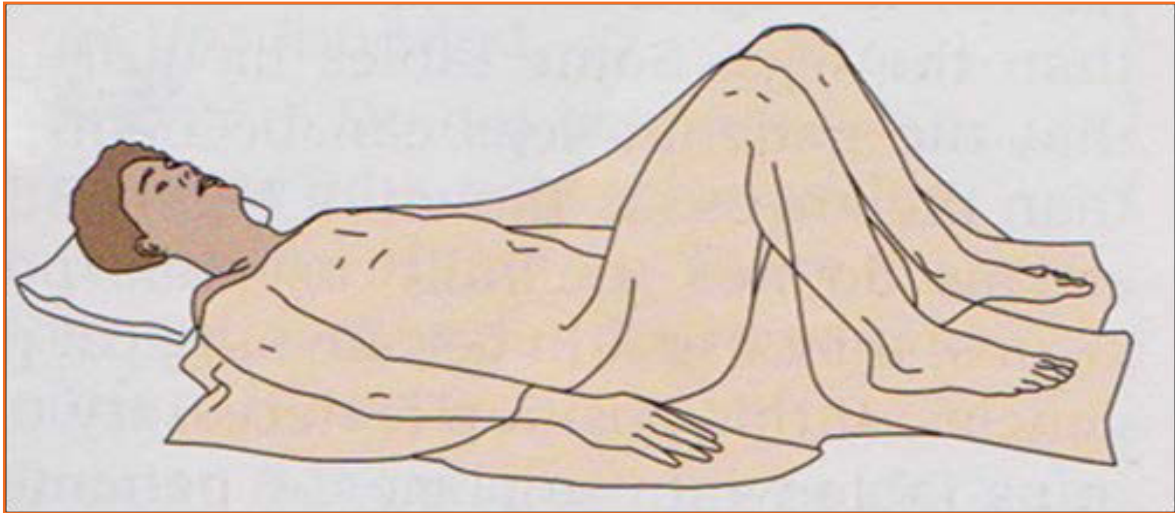
*Supine Position*



*Lateral recumbent*



*Fowler's position*



*Dorsal Recumbent*



**Low Lithotomy**

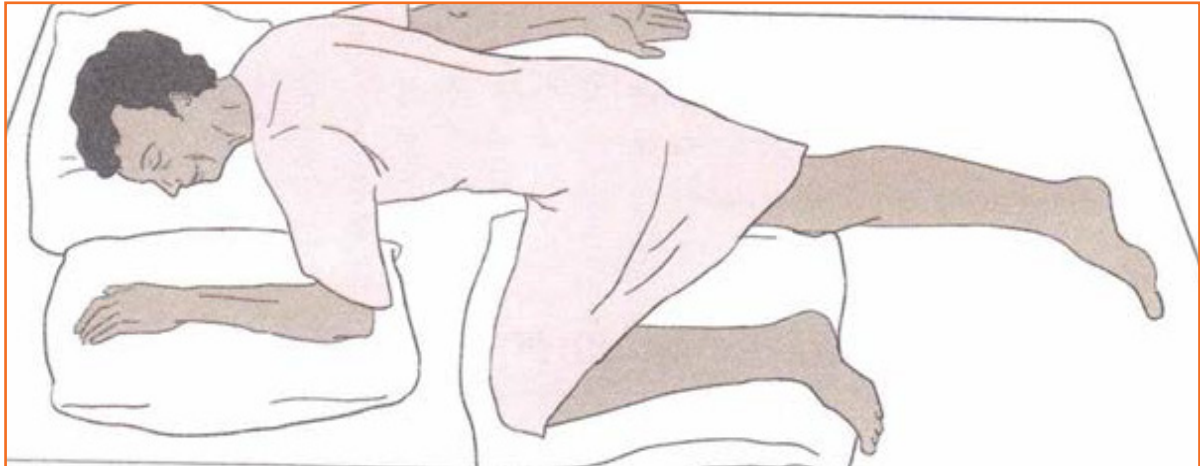


**Standard Lithotomy**



**High Lithotomy**

*Lithotomy*



*Sim's Left lateral position*

## Activity

- Divide the participants in groups of 4.
- Ask each group to first explain the process of positioning the patient.
- Now assign a specific patient position to each group and ask them to demonstrate the position physically.

## 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.



## UNIT 3.3: Transferring

### Unit Objectives

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

1. Identify the different modes of patient transferring.
2. Shifting patient.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Wheelchair and Stretcher Images
- 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. (add recap also)
- Tell them they are going to learn about the process of transferring a patient.

### Say

- Describe the process of properly transferring a patient using a stretcher by a Home Health Aide.
- Explain the different parts of a stretcher which are as follows:
  - a. Stretcher Bed
  - b. Handle Bars
  - c. Side Rails
  - d. Wheels
  - e. Wheel Locks
  - f. Attachments
- Discuss the steps involved in transferring a patient using a wheelchair.
- Name the different parts of a wheelchair which are as follows:

- g. Seat
- h. Armrests
- i. Footrests
- j. Wheel
- k. Brakes
- l. Footplate
- m. Tripping Levers
- n. Castor

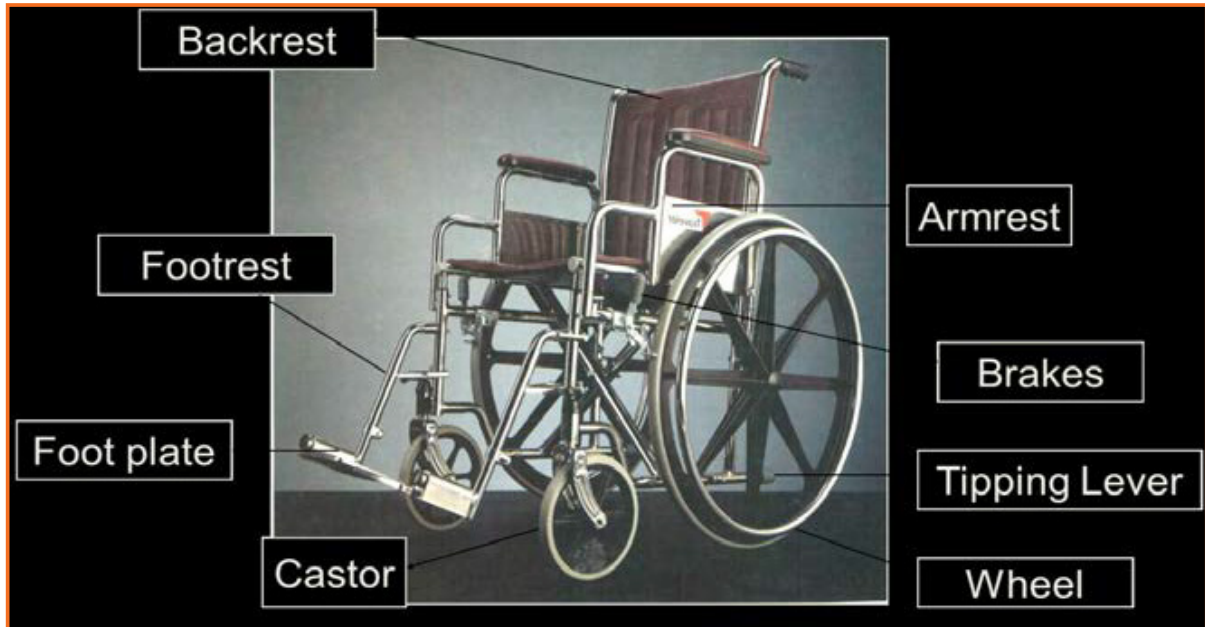
- Describe the steps involved in the process of transferring a patient from a Stretcher to a Bed.
- Elaborate on the steps of transferring a patient back to their Bed from a Stretcher.
- Explain the steps of the process of transferring a patient from a Bed to a Wheelchair.
- Discuss the roles and responsibilities of a Home Health Aide while transporting a patient in detail.
- Elaborate on the Safety Measures to be kept in mind while handling the patient and medical equipment.
- Explain the term Fall Prevention and its purpose in the Healthcare Industry.

## Demonstrate

- Transferring a patient using stretcher.



- Name the different parts of a Wheelchair and a Stretcher with the help of their respective pictures.



## Activity 1

- Divide the participants in groups of 4.
- Ask each group to name 2 parts of a stretcher and a wheelchair both.

## Activity 2

- Ask the students to demonstrate shifting and transferring:
- From bed to wheel chair and vice-versa.
- From bed to stretcher and vice versa.

## 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 ask questions.
- Answer their queries satisfactorily

## UNIT 3.4: Mobility

### Unit Objectives

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

1. Identify the different modes of patient transferring.
2. Shifting patient.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Gait Belt, Walker, Cane, and Brace Images
- 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. (add recap also)
- Tell them they are going to learn about the process of moving a patient.

### Say

- Describe the process of proper ambulation / movement of a patient by a Home Health Aide.
- Name the different types of equipment used for ambulation and their purposes to the participants:
  - a. Gait Belts
  - b. Walkers
  - c. Canes
  - d. Braces

## Activity

- Divide the participants in groups of 4.
- Ask each group to name describe the process of ambulating / moving a patient.
- Now assign them an equipment used for ambulation and ask them the purpose of the said equipment.

## Demonstrate

- **Moving a patient**



- **Equipment used for ambulation**



Using a Gait Belt



Walker



Canes

## 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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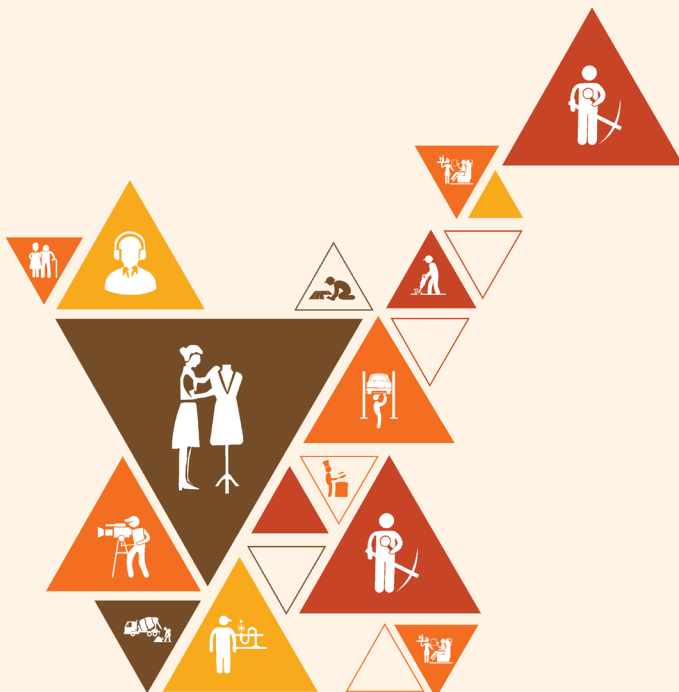


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## 4. Primary Medical Care

Unit 4.1 – Primary Medical Care

Unit 4.2 – Immunization



## Key Learning Outcomes

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

1. Explain the primary medical care
2. Describe medical insurance
3. Develop understanding of the concept of Healthy Living.
4. Understand the procedure of Hand Hygiene.



## UNIT 4.1: Primary Medical Care

### Unit Objectives

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

1. Explain the primary medical care.
2. Describe the medical insurance.

### 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. (add recap also)
- Tell them they are going to learn about primary medical care.

### Say

- Provide an introduction about primary medical care and explain the term in detail.
- Describe the Primary Care Competencies and Care Practices to the participants.
- Explain Family Practices and Medical Insurances in Healthcare Industry to the participants.
- Name the types of Medical Insurance and their respective purpose:
  - a. Hospital Insurance
  - b. Medical Insurance
  - c. Medicare Advantage Plans
  - d. Prescription Drug Coverage

## Ask

- Ask the participants to explain Primary Medical Care and Medical Insurance.
- Ask them to name the types of Medical Insurance.

## 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 ASK 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.

## Activity

- Divide the participants in groups of 2-3.
- Ask each group to “address the main health problems in the community, providing promotive, preventive, curative and rehabilitative services accordingly”.
- The components of Primary medical care were seen to include at least :
  - A. Promotion of proper nutrition
  - B. Provision of an adequate supply of safe water
  - C. Provision of basic sanitation
  - D. Education concerning prevailing health problems and the methods of prevention and control
  - E. School health and health education to the community and emergency immunization programme when organized by Ministry of Health.

## Tips

- Primary Medical Care is an approach to health beyond the traditional health care system that focuses on health equity-producing social policy
- It includes all areas that play a role in health, such as access to health services, environment and lifestyle.
- The ultimate goal of it is the attainment of better health services for all.

## UNIT 4.2: Immunization

### Unit Objectives

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

1. Develop understanding of the concept of Healthy Living.
2. Learn why a strategic effort to monitor the impact of large-scale use of vaccines on disease over time is necessary.
3. Integrating immunization, other health linked interventions and surveillance in the health systems context: expanding the scope beyond vaccination.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Vaccination Chart
- Fridge
- Vaccine Storage

### 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 Vaccinations and Universal Immunization Programme.

### Say

- Provide an introduction for Vaccinations .
- Explain the Universal Immunization Programme and the Immunization Schedule in detail with the participants.
- Elaborate on other types of Vaccinations like:
  - a. Typhoid Immunization

- b. Hepatitis – A Immunization
- c. Human Papillomavirus (HPV) Vaccination
- d. Rabies Immunization
- e. Pertussis Immunization
- f. Disease Eradication



### Activity 1

- Divide the participants in groups of 4.
- Ask them to explain the process of vaccination and the precautions associated with them.
- Assign them a vaccination and ask them the purpose of the said vaccination.

### Activity 2

- Ask the students to make a group and start health talk on the subject of immunization.

### 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.

### Tips

- Injection of a killed microbe in order to stimulate the immune system against the microbe, thereby preventing disease.
- Vaccinations, or immunizations, work by stimulating the immune system, the natural disease-fighting system of the body.
- Immunization is the process whereby a person is made immune or resistant to an infectious disease, typically by the administration of a vaccine.



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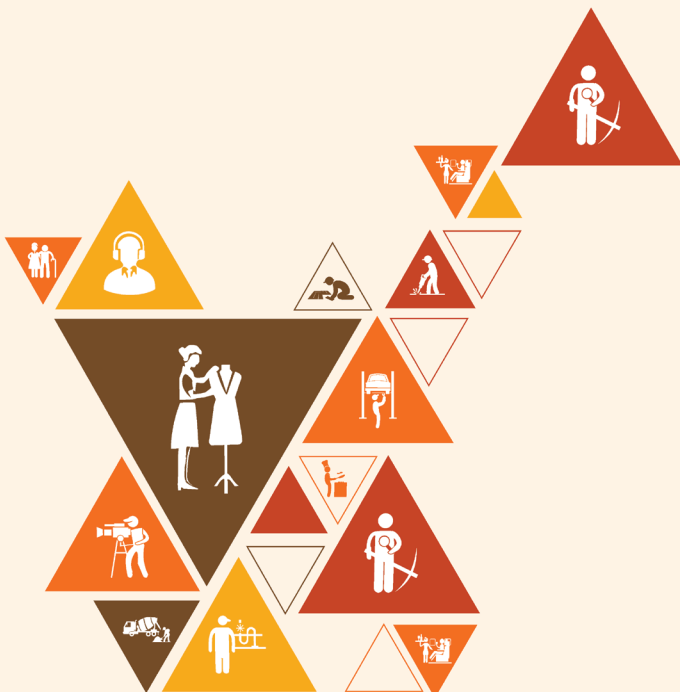
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# 5. Personnel Hygiene and Hygiene Standards

Unit 5.1 – Personal Hygiene



HSS/ N 9606

## Key Learning Outcomes

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

1. Explain the personnel hygiene.
2. Use PPEs and keep your hand clean.

## UNIT 5.1: Personnel Hygiene

### Unit Objectives

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

1. Explain the personnel hygiene.
2. Use PPEs and keep your hand clean.

### 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
- Hand hygiene techniques

### 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 and personal protective equipment in this unit.

### Say

- Provide an introduction to the basics of personal hygiene for Home Health Aides working in a healthcare setting detailing the step by step procedure for washing hands.
- Explain the difference between cleaning hands with hand sanitizers and hand washing with soaps.
- Explain the components of Hand Care and the precautions associated with it.
- Elaborate on the Personal Protective Equipment and their purpose with the participants:
  - a. Gloves
  - b. Gowns
  - c. Goggles
  - d. Face Masks

- e. Face Shields
- f. Shoe Covers
- g. Head Covering
- Explain the steps of putting on PPE and taking it off after use in detail.
- Describe the term Non – Communicable Diseases and name the risk factors involved in them.
- Name different types of Communicable Diseases.

## Activity

- Show the participants different personal protective equipment and ask them to recognise.
- Tell them to define its functionalities and demonstrate the method how to wearing and removing it after finishing work.
- Ask the participant to tell various steps involved in hand washing and demonstrate it in front of all how to perform step by step.

## Ask

- Assign the participants with specific Personal Protective Equipment and ask them to identify their respective purpose.
- Ask them to name a few risk factors associated with the Non – Communicable Diseases.
- Ask them to name a few Non – Communicable and Communicable Diseases.

## 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



### • Hand Rub Process

**RUB HANDS FOR HAND HYGIENE! WASH HANDS WHEN VISIBLY SOILED**

**⌚ Duration of the entire procedure: 20-30 seconds**

**1a** Apply a palmful of the product in a cupped hand, covering all surfaces;

**1b** Rub hands palm to palm;

**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** Once dry, your hands are safe.

**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.

### • Major PPE equipments are:



- **Steps to put on PPE:**



- **Steps to take off PPE:**





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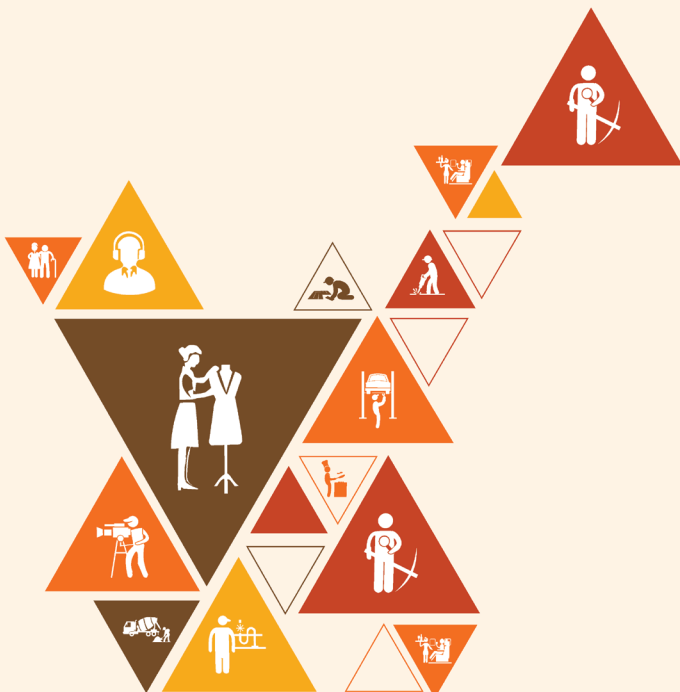
## 6. Patient Centricity

Unit 6.1 - Patient's Right and Environment

Unit 6.2 - Professional Behaviour in Home Care Settings

Unit 6.3 - Patient's Safety

Unit 6.4 - Fall prevention



HSS/ N 9607, HSS/  
N 9603, HSS/ N  
5124

## Key Learning Outcomes

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

1. Enumerate patient's rights.
2. Learn the role of HHA in maintaining patient's rights.
3. Understand importance of professional behaviour.
4. Maintain professional behaviour at patient's home.
5. Establish a partnership among practitioners, patients, and their families to align decisions with patients' wants, needs, and preferences.
6. Understand the process of designing a service or solution around the patient.

## UNIT 6.1: Patient's Rights & Environment

### Unit Objectives

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

1. Enumerate patient's rights.
2. Learn the role of HHA 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.

### Ask

- 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.

## Activity

- Make team of 2-3 participant and visit in different wards and departments of the hospital to analyze the rights of patient closely.
- Understand their environment and close relationship between hospital staff and patient.
- Noted their mutual key points that build strong relationship.

## Tips

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

## 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 6.2: Professional Behaviour in Home Care Setting

### Unit Objectives

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

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.



## UNIT 6.3: Patient's Safety

### Unit Objectives

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

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 homecare 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:
  - a. Electrical Safety Measures
  - b. Fire Safety Measures
  - c. 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:
  - a. Electrical Safety
  - b. Fire Safety
  - c. 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 6.4: Fall Prevention

### Unit Objectives

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

1. Explain the care to be taken to avoid fall in high risk patients.
2. State measures to be taken to prevent falls.
3. Act in event of a fall incident.

### Resources to be Used

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

### 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 the fall prevention.

### Ask

- Ask the participants what to do if a patient falls from the bed in a hospital.
- Ask the participants how a fall in a hospital can be prevented.

## Say

- Describe the importance of fall prevention for a patient.
- Explain the 5Ps to be checked for a patient to prevent patient's fall
  - a. Pain
  - b. Personal Basic Needs
  - c. Position
  - d. Placement
  - e. Prevent Fall
- Describe the role of a Home Health Aide in Fall Prevention of a Patient.

## Tips

- In healthcare units following fall prevention guideline need to be adopted: Get the patient aware of the surroundings
  - i. Do a mock test with patient on how to use call light
  - ii. Maintain call light within reach.
  - iii. Put strong handrails in patient area of use
  - iv. Lock the wheelchair when in stationary motion
  - v. Keep nonslip, comfortable, well-fitting footwear for the patient.
  - vi. Floor surfaces should always be clean and dry.
  - vii. Keep patient care areas in order.

## Activity

- Demonstrate the activity and use of siderails to participants to understand the prevention of patient fall.

## Notes for Facilitation

- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.



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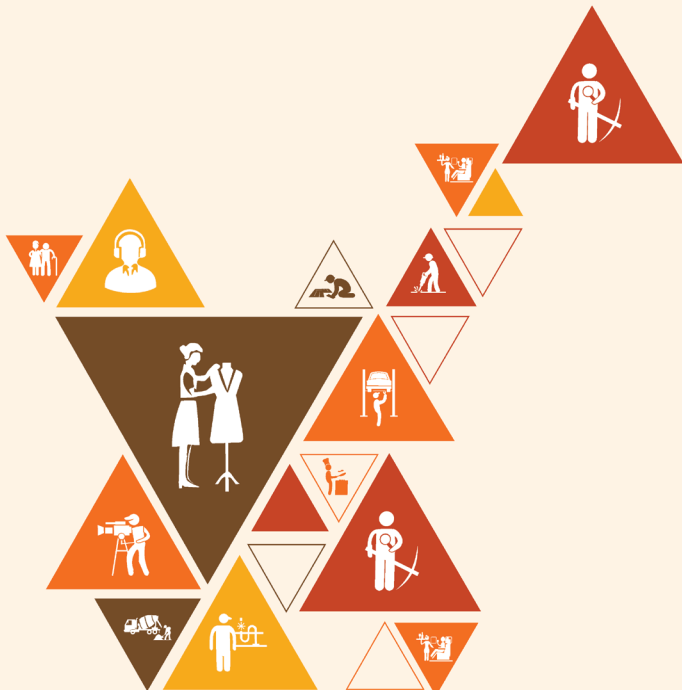


Healthcare  
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# 7. Infection Control and Prevention

Unit 7.1 – Infection Control and Prevention

Unit 7.2 – Handling and Cleaning of Equipment



HSS/ N 5121

## Key Learning Outcomes

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

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

## UNIT 7.1: Infection Control and Prevention

### Unit Objectives

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

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
- Surgical gloves
- Hand washing facilities

### 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.
- Tell them they are going to learn how to prevent and control infection.

### Say

- Talk about the importance and need of infection control in a hospital setting.
- 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.
- Describe the roles and responsibilities of a Home Health Aide in Infection Control.
- Talk about bed sores and their causes, symptoms, common sites and treatment.

## Tips

- HHA providers have adopted unnecessary infection control practices to reduce risk for patients, including the ritual of nursing bag technique (i.e., placing a newspaper under the nursing bag), policies that require the routine disinfection of noncritical devices (e.g., stethoscopes and blood pressure cuffs) after every use, and procedures that require hand washing based on seemingly arbitrary criteria (e.g., upon entering the home).
- Knowledge of infection control principles enables HHA providers to develop their own approaches to patient care and make decisions about infection risk and its reduction.
- Cleaning blender parts, measuring cups, and spoons in a dishwasher after use is probably sufficient; sterilizing them is probably not necessary.

## Activity

- Make groups of four each.
- Ask participants to demonstrate the activity of medical hand washing with various steps.
- Participants should start discussion in their allocated group to brainstorm their own solutions to infection control issues, such as: How to ensure all staff to clean their hands How to remind people which kinds of encounters require hand hygiene How to encourage patient/resident hand hygiene.
- Make a team of 2-3 members and demonstrate the uses of PPE to prevent and control infection.

## 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



## UNIT 7.2: Handling and Cleaning Equipment

### Unit Objectives

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

1. Clean equipment under supervision.
2. How to keep patient care equipment clean and infection free.
3. Understand Cleaning, disinfection and sterilization importance that saves lives and improves patient outcomes.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Cleanroom wipes
- Vacuum cleaner
- Cleanroom swabs
- Acetone
- solvents or detergents
- Nitrile gloves

### 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 how to handle and clean equipment.



*Cleaning Solutions*

## Say

- Explain the importance of cleaning medical equipment after a procedure.
- Provide an overview on damage to medical devices due to cleaning solutions or medical soils.
- Describe what are the basic components of cleaning solutions and its common types.
- Talk about the factors important for making a cleaning solution effective:
  - a. Device Preparation
  - b. Personnel training
  - c. Water Usage
  - d. Persona Protective Equipment (PPE) use
  - e. Insist on using use the manufacturer’s directions and guidelines
- Explain the purpose of taking care of Healthcare Articles:
  - a. Rubber goods
  - b. Mackintosh sheets
  - c. Hot water bottle, Ice-collar, Ice cap
  - d. Rubber gloves
  - e. Rubber tube / Catheter, Rectal tube, Flatus tube, Ryles tube
  - f. Enamel Ware
  - g. Glassware
  - h. Sharp instruments
  - i. Stainless Steel goods
  - j. Linen
  - k. Blankets
  - l. Mattress and Pillows
  - m. Furniture

## Team Activity

- Ask students to divide into 2 groups.
- Ask each of the groups to write on a chart about basic cleaning solutions and taking care of the hospital articles.
- One by one, each group should present points from the chart.

## Tips

- Clean equipment under supervision.
- Different types of cleaning solution.
- Care of hospital articles.

## 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.

## Demonstrate

- Cleaning healthcare articles



*Cleaning of Rubber Goods*



*Machintosh*



*Ice-collar*



*Rubber gloves*





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## 8. Patient Basic Needs and Care

Unit 8.1 – Bathing and Skin care

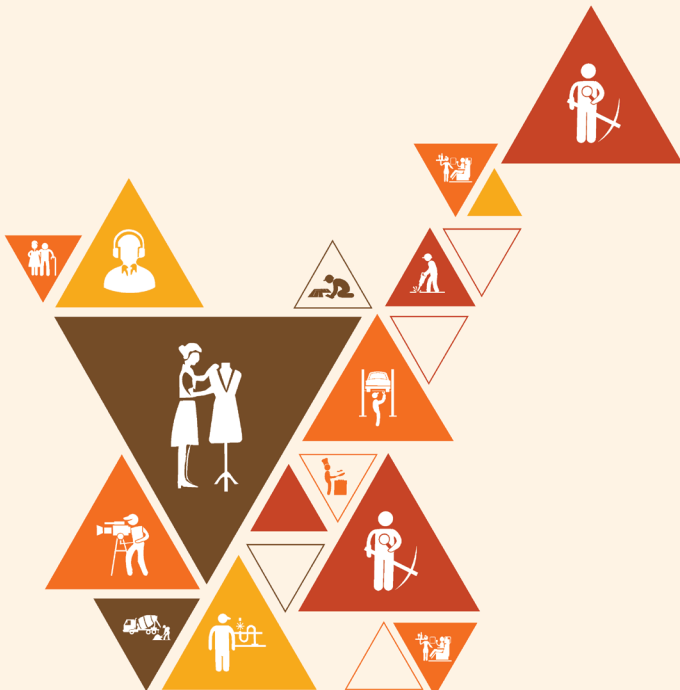
Unit 8.2 – Dressing

Unit 8.3 – Grooming

Unit 8.4 – Nutrition and Hydration

Unit 8.5 – Elimination

Unit 8.6 – Bed making



HSS/ N 5116, HSS/  
N 5117, HSS/ N  
5118, HSS/ N 5119,  
HSS/ N 5120

## Key Learning Outcomes

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

1. Help patients in dressing.
2. Perform a bed bath.
3. Explain skin abnormalities.
4. Describe the techniques and procedures of dressing.
5. Do the wound care.
6. Assist a patient in grooming.
7. Assist a patient to eat and drink.
8. Understand the importance for excreta disposal in human body.
9. Understand care to be provided in case of urine and bowel Incontinence or patient with urinary catheter.
10. Observation of urine and stools for routine as well as special reporting.
11. Know about the various types of beds used for patient.
12. Make bed for patient.

## UNIT 8.1: Bathing and Skin Care

### Unit Objectives

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

1. Perform a bed bath.
2. Explain skin abnormalities.

### 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 mechanics & positions & internet use
- Patient assisted devices

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Show few articles used for giving bath to a patient in a hospital and ask students to identify which type of bath they are used for and how to use them.
- Ask one volunteer to come forward and explain the procedure of bath giving using the articles identified.
- Bathing Patient:



*Bathing Patients*

## Say

- Talk about the purpose and importance of bathing for a patient.
- Tell about the common bathing techniques suggested by doctors and nurses depending on patient's condition.
- Explain the different types of baths given in a hospital. Also talk about the procedure for each of the following bath types.
  - a. Shower or Tub Bath
  - b. Full or Limited Bed Bath
- Describe the role of a Home Health Aide in giving bath to a patient.
- Talk about the precautions to be taken while bathing a patient.
- Explain the different types of bed bath and explain purpose and procedure for each of the following:
  - a. Shower
  - b. Self Help
  - c. Complete Bed Bath
  - d. Partial Bath
  - e. Sitz Bath
- Provide a list of articles required for giving a bed bath.
- Explain the procedure of a Bed Bath and the steps associated with it with help of charts and images.
- Perineal care is bathing the genitalia and surrounding area. The main orifices situated in this area are Urinary meatus, Vaginal orifices and the anus.
- Describe the various Skin Abnormalities and their symptoms with the help of images
 

* Skin Cancer	* Impetigo
* Lupus	* Cutis Laxa
* Rubeola (Measles)	* Erysipelas
* Acne	* Dyshidrotic Eczema
* Hemangioma	* Canker Sore
* Cold Sores	* Stomatitis
* Psoriasis	* Fungal Nail Infection
* Rosacea	* Ichthyosis Vulgaris
* Seborrheic Eczema	* Dermatomyositis
* Hives	* Molluscum Contagiosum
* Vitiligo	* Ingrown Toenails
* Warts	* Seborrheic Keratosis
* Cutaneous Candidiasis	* Pilonidal Sinus
* Carbuncle	* Keloid Scar of Skin
* Cellulitis	* Lichen Planus



- \* Stasis Dermatitis and Ulcers
- \* Corns
- \* Eczema
- \* Tinea Versicolor
- \* Pemphigoid
- \* Mouth Ulcers
- \* Shingles

- Provide details on the factors that should be observed during a bath and how to take care of the skin abnormalities mentioned above.
- Explain the detailed procedure for giving a Sitz Bath and the patient criteria for a Sitz Bath also.
- Describe the term Perineal Care, its procedure, and its importance.
- Tell them the indications and the Preliminary Assessment before performing Perineal Care.
- Provide the list of the equipment required to perform Perineal Care to the participants.

### Activity

- Make a group of 2-3 participants and ask them to collect the equipment's necessary to give Sitz bath and bed bath and also demonstrate the various steps in both cases.

### Notes for Facilitation

- You could ask the students to list tips for perineal care.
- Ask participants common type of skin abnormalities while bathing a patient.
- You could ask the students to identify and write some important precautions to follow while giving a bath.
- Tell the participants to complete the questions at the end of the sub unit.

## Demonstrate

- Bed bath procedure



Removing gown and Linen



Applying Soap



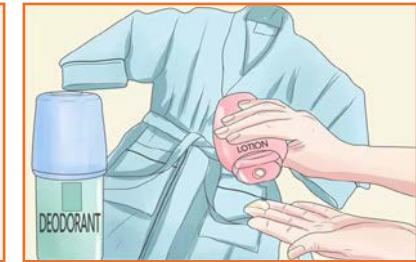
Cover the patient chest



Applying Soap on back



Wearing Gloves



Applying Power to body

- Sitz bath procedure

- Steps need to follow in sit bath process:
- Clean the bathtub.
- Set water temperature.
- Fill bathtub with 3-4 inches of water.
- Soak in Sit bath for 15-30 mints
- Pat patient dry when finished.



Sitz Bath

- Peineal care Procedure:

- Arrange all the equipments carefully and explain the procedure carefully to the patient.
- Perform hand hygiene and wear gloves.
- Provide privacy to the patient.
- Position the patient and uncovers the patients parineal area.
- Place a mackintosh and towel under the patient's hip.
- Cleanse the thigh, rinsing and dry.
- Washing the genital area.

## UNIT 8.2: Dressing

### Unit Objectives

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

1. Describe the techniques and procedures of dressing-up.

### Resources to be Used

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

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Tell them about the roles and responsibilities of a Home Health Aide while clothing a patient.
- Provide them with the directions on maintaining the patient's privacy and dignity while clothing a patient and maintaining their clothing hygiene.

### Say

- Talk about the roles and responsibilities a Home Health Aide has to keep in mind while clothing a patient with the participants.
- Provide the participants with details on maintaining the privacy and dignity of a Patient.
- Explain the role of clothes and how a Home Health Aide should maintain clothing hygiene.

## Activity

- Ask students to divide into 2 groups.
- Ask each of the groups to write on a chart about basic precautions to keep in mind to maintain a patient's dignity and privacy.
- One by one, each group should present points from the chart.
- Make a team of 2 and perform activities for Assisting a Dependant Patient in Dressing :
  - a. Perform initial tasks
  - b. Teach the correct way to change clothes
  - c. Assist in undressing
  - d. Monitor carefully
  - e. Assist in dressing
  - f. Perform final task including hand wash

## Notes for Facilitation

- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## Demonstrate

- Steps to maintain clothing hygiene :
  - i. Change the patient's clothes every day. Innerwears are most likely to be contaminated as they come into direct contact with the body. So change them every day.
  - ii. Change the clothing if it is stained due to the treatment procedure.
  - iii. Every patient's clothes must be washed separately.
  - iv. Ensure clothes are not shared between patients. During laundering, micro-organisms may spread from one set of clothing or linen to the other. So laundry hygiene must be maintained.
  - v. Patients must always be provided with clothing and gowns that are washed and that smell fresh and good.

## UNIT 8.3: Grooming

### Unit Objectives

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

1. Assist a patient in grooming.
2. Helping a person with dementia maintain his or her appearance can promote positive self-esteem.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Mannequin
- Charts
- Razor
- Shaving cream
- Brush
- Trimmer
- Comb
- Toothpaste
- Washbasin
- Washcloth
- Hand towel
- Nail cutter
- Disposable bath mat and gloves

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Tell them about the roles and responsibilities of a Home Health Aide while grooming a patient.
- Provide them with the directions on assisting the patients with hair care and maintaining their nail care.

## Say

- Talk about the basics of Oral Care and the roles and responsibilities a Home Health Aide has to keep in mind while maintaining Oral Hygiene.
- Tell the how to maintain oral care of an unconscious patient and the effects of a neglected mouth on a patient.
- Provide them with a list articles required for performing oral care and tell them about its importance.
- Describe the procedure of performing oral care on a patient.
- Explain the importance of hair care and how to record the procedure mentioning the observations made during the procedure.
- Describe the role and responsibilities oh a Home Health Aide while performing Hair Care.
- Talk about the steps for a assisting a patient with Hair Care, Shaving, and Nail Care in detail with the participants.

## Tips

- Use mild soap and gentle strokes with a soft cloth when giving both to the patient.
- Rinse the skin well and then dry it with a soft towel.
- Use bland lotion to moisturise the skin do not use alcohol base lotion on skin. Alcohol dries the skin.
- Keep a time track sheet to monitor the position of the patient.
- Change the patient's clothes every day.
- Every patient's clothes must be washed separately.
- While brushing patient's teeth various abnormalities can be observed in the oral cavity. Report these to nurse or doctor immediately.

## Activity

- Make a group of 2-3 participants.
- Tell them to gather resources required for the patients grooming.
- Once collected tell them to perform the steps to groom a patient by playing the role of one as a patient and other caretaker and vice versa.
- Analyse their performance on the basis of how they proceed.

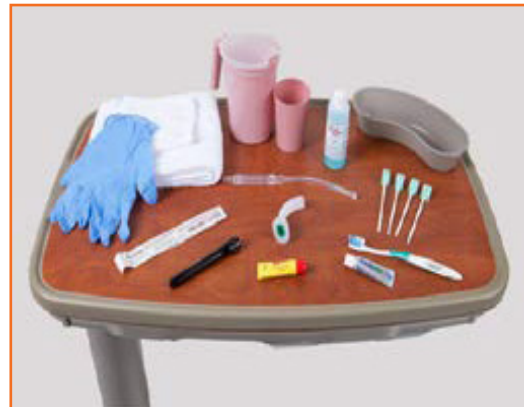
## Notes for Facilitation

- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## Demonstrate

- Patients Nail care procedure:
  - a. Clean hands and keep the supplies within reach.
  - b. Make the patient sit in chair and place a mat under patient's feet, and provide patient privacy.
  - c. Fill the basin with warm water.
  - d. Place the basin on a disposable mat and help patient place his feet into the basin.
  - e. Soak the feet for 5 to 10 minutes. Re-warm the water if necessary.
  - f. Trim nails straight across using a nail cutter and even with clippers.
  - g. Round the finger nails to be smooth, without any jagged edges using a filer.
  - h. Trim and clean toenails in the same way as for finger nails.
  - i. Remove gloves and dispose them properly.

- The steps to perform Oral care:



- a. Explain properly the method to the patient or the relative.
- b. Give privacy.
- c. Position the patient so he or she is comfortable.
- d. Fowler's position should be followed
- e. Spread the mackintosh and the face towel over the patient's chest.
- f. Place the kidney tray near patient's cheek.
- g. Arrange the articles.
- h. Always remember to wear gloves.
- i. Prepare the mouthwash or use the commercially available mouth wash solution.
- j. Take a piece of gauze and enwrap the artery forceps with it, especially the tips.
- k. Open the unconscious patient's mouth gently by pressing the lower jaw forward.
- l. Wet the gauze. Soak it with the cleansing agent and clean the inside of the cheeks and the tongue.
- m. Let the fluid flow through the corner of the mouth or clean with wet gauze sponges. Clean the patient's lips with the towel.

- n. Observe for tooth decay, coated tongue, cracked lips or any other abnormalities and report the same to the senior.
- o. Apply glycerine or any other emollients to the tongue, gums and lips.
- p. Remove the tray, mackintosh and towel.
- q. Ensure patient is at ease
- r. Clean the articles and replace them
- s. Wash your hands thoroughly Record the procedure mentioning



## UNIT 8.4: Nutrition and Hydration

### Unit Objectives

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

1. Assist a patient to eat and drink.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Charts
- Ryle's tube
- Syringe
- Stethoscope
- Macintosh

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Tell them that they will learn about the patient care planning and its importance in this unit.

### Say

- Talk about the basics of Patient Care Planning and its importance.
- Talk about the procedure of feeding a patient and types of feedings in detail with the participants:
  - a. Oral Feeding
  - b. Tube Feeding
  - c. Fluids and Intravenous Route

- Explain the role and guidelines of a Home Health Aide while feeding a patient and the precautions that should be considered while feeding a patient with a medical condition.
- Describe Food Nutrition and Dietetics and the diets of a patient in health and disease:
  - a. Diet in Gastroenteritis
  - b. Diet in Diabetics
  - c. Diet in heart disease

## Ask

- Ask the participants to explain the importance of feeding a patient.
- Ask the participants to list the precautions a Home Health Aide should keep in mind while feeding a patient.

## Activity

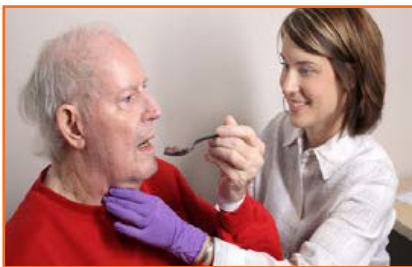
- Ask the participants to prepare a list of articles required during feeding a patient and show the steps how to start and finished feeding process.
- Analyze their way and behaviour during the process and score accordingly.

## Notes for Facilitation

- Ask participants if they have any doubts pertaining to the previous units and clear their doubts.
- Ask them to complete the exercise given in the end of the handbook.

## Demonstrate

- HHA role in patient feeding



*Oral feeding patient*



*Tube Feeding*



*Intravenous Fluids (IV Fluids)*

## UNIT 8.5: Elimination

### Unit Objectives

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

1. Understand the importance for excreta disposal in human body.
2. Understand care which is needed to help in urine and bowel Incontinence or patient with urinary catheter.
3. Observation of urine and stools for routine as well as special reporting.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Sample kit for stool collection etc.
- Bedpan
- Urinals
- Foley's catheter
- Diapers

### 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 Elimination.

### Say

- Define elimination and precautions to be taken while assisting a patient in elimination.
- Explain the importance of managing elimination needs for a patient.
- Provide details on different types of equipment used for managing elimination needs
  - a. Bed Pan
  - b. Urinal
  - c. Diapers
  - d. Foley catheters

- Talk about the step by step procedure for placing and removing the bed pan for elimination purpose.
- Talk about the precautions to be taken by a Home Health Aide while using a bed pan and explain the step by step procedure for using urinals.
- Explain the purpose of using a diaper and the precautions to be taken by a Home Health Aide while changing a diaper of a patient.

## Tips

- Respond to the patient call quickly
- Always wear gloves while helping the patient use the bed pan.
- If the patient complains of pain while urinating report it to nurse or doctor immediately.
- If you find any redness or soreness in the patient's skin inform it to nurse or doctor immediately.
- Maintain proper hygiene while managing the elimination needs of the patient.
- Assess how able is the person to cope with his own excretions.
- Find out the person usual eliminating habits as most people have some kind of routine.
- When using commode/bedpan or urinal, cover a blanket over the person's lap to reduce embarrassment.
- Toilet paper should be place within reach if the person can manage himself in the room.
- Stay with the person if he is weak and confused to prevent fall hazards.
- For person who can help himself, leave the room but remain within call.
- Discourage the person to latch the door for safety reasons.
- If the person is incontinent, it is important that he is cleaned up promptly for comfort and hygiene to avoid embarrassment to the person.
- Allow the person to wash hands after elimination.
- Elimination Equipments.



*Bed Pan*



*Diapers*



*Foley Catheter*

## Activity

- Divide the participants in two groups. Ask each of the groups to jot down different equipment used for managing patient's elimination and precautions to be taken using each of them.
- Provide 10 minutes to each group to discuss and jot down their points.
- Ask a volunteer from each group to present in front of the other group.
- Visit the hospital ward to understand the process how to examine the color of stool and quantity of urine.
- Ask the participants to visit lab and identify the elimination equipments by placing various in front of them and once identified successfully ask them to demonstrate the use of diapers, urinals and bedpans.

## Notes for Facilitation

- Ask participants if they have any doubts pertaining to the previous units and clear their doubts
- Ask them to complete the exercise given in the end of the handbook.

## Demonstrate

- Diaper changing Steps :



- Bedpan Placing Steps:

- Tell the patient that you are helping him/her in using the bed pan which will further help him/her to overcome any fear or uncertainty
- Try to lower the head part of the bed to a lowest position that a patient can bear. Also try to level the bed so that the patient can easily roll on his/her side.
- Enquire the patient, on which side he/she is more comfortable.
- Put on the disposable gloves.
- Enquire the patient to hold the rails of the bed so that they can stay to the rolled side.
- Bring the patient a warm bed pan which is rinsed in hot water and then dried. Bring it inserted in paper cover.
- Place the bed pan across the buttocks, to ensure the buttocks are under the curved edge of the bed pan.
- Ask the patient to sit back to ensure that the bed pan does not move from its place. Hold the bed pan till the time patient sit back to its place.
- Lift the head of the patient somewhat from the bed, so that patient can come in a sitting position, which will relax him/her.
- Provide some privacy to the patient. In addition, ensure that he/she has a call button nearby for contacting you.

- k. When the patient is done, answer his call accordingly. Carry the warm water basin.
- l. Take out the bed pan after its use.

- Bedpan Removal Steps:

- a. Keep his head on the bed in flat position, if possible.
- b. Request to turn over, so that you can remove bed pan.
- c. Carefully remove bed pan with one hand from the person's buttocks.
- d. In case of bowel movement, clean the place using washcloth and towel as per your hospital's cleaning protocol.
- e. Place the bed pan on a chair and place a towel over the contents of the bed pan. Never place the bed pan on a side table or a bed table
- f. Use toilet paper or wet tissues to clean person's buttocks or genital. If required wash the anal area with soap and warm water. Dry thoroughly.
- g. Adjust the position and dressing of the patient. Keep the bedding in order.
- h. Open the windows to keep the air fresh and clean.

- Urinals Placing Steps:

- a. Collect equipment required for the procedure
- b. Collect equipment required for the procedure
- c. Put on hand gloves
- d. Share the procedure with the patient
- e. Offer him a urinal to place for himself. If he cannot, place it in position for him.
- f. Slightly tilt the patient's pelvis forward
- g. Leave the patient alone for some time, but if he/she is too ill remain with him/her and assist

- Urinals Removing Steps:

- a. Remove the urinal when ready, cover it and place it on the trolley or stool
- b. Assist in cleaning his/her genital area using the toilet paper or water
- c. Help the patient to lift up his/her buttocks and remove the bedpan - at the same time
- d. Let the patient roll to the side, so that you are able to clean the anal area, wipe always away from genital area.
- e. Offer patient water and soap to wash hands, give towel to dry hands
- f. Remove gloves
- g. Wash hands
- h. Record on patient's chart

## UNIT 8.6: Bed Making

### Unit Objectives

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

1. Know about the various types of hospital beds.
2. Make up the bed for patient.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Linen
- Mannequin
- Gauge
- Identification marks
- Bed making techniques modules

### Do

- Ask participant why it is important to make the bed is right for a patient.
- Ask participants what are the salient features of right bed making.

### Say

- Talk about Bed Making and its purpose in the healthcare setting.
- Provide a list of supplies needed for bed making to the participants and talk about the different kinds of linen:
  - a. Blanket
  - b. Top Sheet
  - c. Cotton Draw Sheet
  - d. Bottom Sheet
  - e. Rubber Sheet
- Talk about the step by step procedure of making a bed.

## Tips

- Make bed firm smooth and unwrinkled. Wrinkled bed-sheet can lead to undue pressure points on the patients leading to bed sores.
- Inspect the mattress and pillows daily of vermin. Destroy them if found in bed.
- Make adaptations according to climatic differences, individual needs, customs and habits related to the patient.
- Turn the mattress, air it and make it free from lumps and creases.

## Activity

- Make a group of 2-3 participants and ask them to list of types of bed makings.
- Ask other participants to show the demonstration of bed making according to its type in front of all.

## Notes for Facilitation

- You could ask the students to list down the precautions while making a bed for a patient who has delivered a baby few hours back.
- Ask participants what are the points to be kept in mind while making a bed.

## Demonstrate

- Demonstrate the ability to make an unoccupied, occupied, and postoperative bed and state the purposes of bed making in the healthcare facility.
- Demonstrate the activity to open a bed for a client and Explain the purpose of side rails and demonstrate the ability to adjust side rails safely.



*Blankets*



*Top Sheets*





*Cotton Draw Sheets*



*Bottom Sheets*

- Bed Making Steps:



*Cover the patient with a bath blanket*



*Fanfold the bottom sheet*



*Place the sheet behind the patient*



*Place the sheet to other side of bed*





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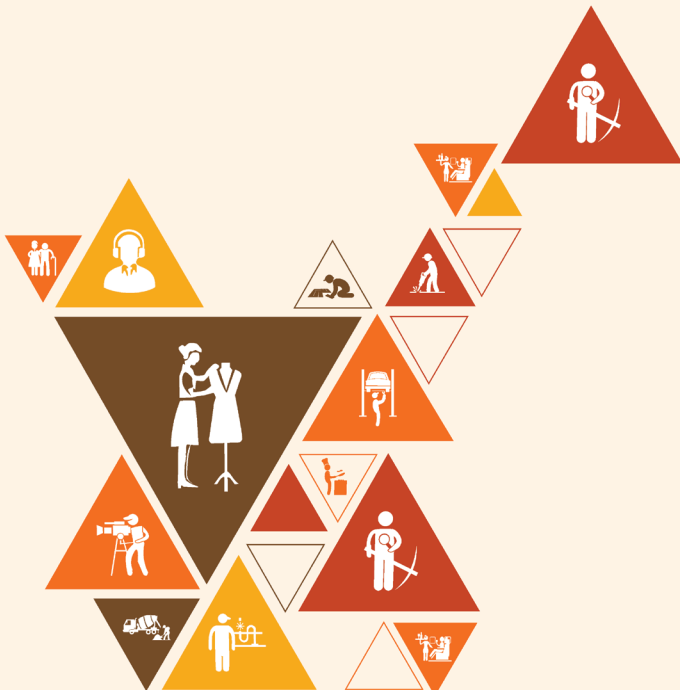
Transforming the skill landscape



# 9. Special Procedures

Unit 9.1 – Measurements

Unit 9.2 – Special Procedures



HSS/ N 5119, HSS/  
N 5120

## Key Learning Outcomes

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

1. Help in measuring patient's parameters accurately .
2. Identify the role of HHA during Special Procedure while assisting nurse/physician.

## UNIT 9.1: Measurement

### Unit Objectives

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

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
- Weighing machine
- Thermometer
- Pulse oximetry
- Monitors

### 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 measurement of vital signs/ parameters and body temperatures and the most common places to measure it:
  - a. Mouth
  - b. Ear
  - c. Forehead

- d. Armpit (also called auxiliary method)
- e. Rectum
- 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.
  - a. Sphygmomanometer
  - b. Digital Monitor
- Talk about precautions to be taken while measuring vital signs of a patient
- Differentiate between the procedures for measuring height and weight of a child and an adult
- Talk about specialized care for
  - a. Elderly patients
  - b. Mentally challenged patients
  - c. Infectious Patients
- 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:
  - a. Children and Adults
  - b. New – Born / Infants
  - c. School Children and Adults

### Team Activity

- In groups of four, prepare a role play on measuring vital body parameter as:
  - a. Body temperature
  - b. Blood pressure
  - c. 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.

## Demonstrate

- **Measurement Equipments:**

- Steps for measuring body temperature using oral method:

- Use soap and warm water for washing hands.
- Make sure thermometer is cleaned thoroughly and sterilized with alcohol which is wiped off before use
- Do not eat/drink for at least five minutes before taking temperature. Keep the mouth close
- Place the thermometer under the tongue.
- Hold thermometer at the same spot for about 40 seconds.
- Readings will continue to increase.
- Usually, the thermometer will make a beeping noise on reaching final reading, or you may keep track of time.
- Rinse thermometer clean with water and alcohol and then wipe it.



*Thermometer*

- Steps for measuring blood pressure using sphygmomanometer:

- First, see that the patient is relaxed and is comfortably positioned on the bed.
- The patient extends the arm. The cuff of the BP apparatus is wrapped around the patient's upper arm.
- The drum of the stethoscope is placed under the pressure cuff. The sound of the blood flow is heard when the drum is placed.
- The hand bulb is used to inflate the cuff to create maximum pressure. This is indicated in the mercury gauge by the rise in the level of mercury.
- The doctor inflates the pressure cuff until the sound of blood flow stops. Now the pressure cuff is deflated by using the release valve of the hand bulb and the pressure drop is indicated by the mercury level.
- The reading of the mercury level is noted when the first sound is heard on the stethoscope.
- The pressure cuff is deflated until the normal blood flow sounds are heard again. The reading of the mercury level is noted when the blood flow sounds are heard normally.
- The pressure cuff is removed from the arm of the patient and the patient is asked to relax.



*Sphygmomanometer*

- Steps for measuring blood pressure using sphygmomanometer:

- Turn on the machine and put wrap the cuff around the arm
- Cuff gets inflated on its own in the semiautomatic models, however in the old ones you have to squeeze the rubber bulb.
- Systolic and diastolic blood pressures will reflect on the screen. Write down blood pressure, in the format where systolic pressure is written before the diastolic (for example, 120/80).
- Pressing the release button will remove all the air from cuffs
- In case you need to take the measurement again it's advised to wait 2 to 3 minutes before reinflating the cuff.

- Steps for measuring breathing rate:
  - a. Seat the patient comfortably on the examination stool or bed.
  - b. Ask the patient to breath normally. Observe the number of chest expansions.
  - c. Measure the breathing rate by counting the number of chest expansions in one minute.
- Steps for measuring height and weight of patient:
  - a. Explain the procedure to the patient being weighed.
  - b. When weighing children, explain the procedure to the mother.
- To weigh an infant:
  - a. Place a clean paper or plastic sheet on the platform of the scale and balance the scale.
  - b. Place the child on the platform.
  - c. Read the weight after balancing and record it on the infant's chart.
  - d. Tell the mother the recorded weight and show / tell how much weight the child has gained or lost.



Weighing a patient

- To weigh children and adult:
  - a. Balance the scale / weighing machine.
  - b. Instruct the person to stand on the middle of the platform of the weighing machine.
  - c. In case of a scale, move the bar to the right or left until the scale balances.
  - d. Read the scale or the reading on the weighing machine.
  - e. Record the weight on the chart immediately.
  - f. Tell the person his weight.
- To measure the height of a new-born / infant:
  - a. Place the tape measure or measuring rod on a table or firm surface and place the infant alongside the measure. Hold the head and heel firmly and note the reading.
  - b. Place the infant on a white cloth or paper, hold the head and feet in a straight line; have someone mark the position of the head and heel; place the tape measure on the marked area and read the length.
- To measure the height of school children and adults:
  - a. Instruct the person to stand against the height rod, with his feet together, with his back towards the height rod, arms and hands straight and head erect.
  - b. Place a flat board or ruler on top of his head and read the figure appearing at the point where the ruler touches the head.
  - c. Read out the height to the person and record it.



Measuring height



## UNIT 9.2: Special Procedures

### Unit Objectives

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

1. Understand the skilled services for patient assessment, treatment and special procedures as directed by a physician under HHA
2. Understand about Special Procedures diagnostic and invasive procedure used for evaluation and treatment of many medical conditions at home with advance special devices
3. Understand the role of HHA during Special Procedure while assisting nurse/physician:

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- O2 Cylinder
- Suction Kit
- Catheter
- Specimen
- Ryle's tube
- Suction apparatus
- Hot and cold application methods

### 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 the "Special Procedures" done in a Healthcare Setting.
- Tell team about Suctioning procedure and Special procedures (assisting with catheter care and medications)

## Say

- Explain the purpose of heat and cold application and its results, complications, with local and systematic effects of heat and cold.
  - a. Applying heat or ice is a common method for treating injuries, stiffness, swelling and pain. When used for fingers, hands and wrists, it can be very helpful for: Recent injuries (bruises or fractures) or chronic injuries Swelling Stiffness Irritation
- Talk about the emergency oxygen management and assisting patients while administering oxygen.
  - a. Determine need for oxygen therapy in patient
  - b. Check physician order for rate, device used for concentration.
  - c. Perform an assessment of vital signs, level of consciousness, lab values etc. and record.
  - d. Assess risk factors of oxygen therapy in patients and environment such as patient with hypoxia drive, faulty electrical connections
  - e. Set up oxygen equipment and humidifier
  - f. Fill humidifier upto the level marked on it with sterile water
  - g. Attach flow meter to the source, set flow meter in off position, attach humidifier to base of flow meter, attach tubing and nasal canula/ face mask to humidifier.
  - h. Regulate flow meter to prescribed level
  - i. Ensure proper functioning by checking for bubbles in humidifier or feeling oxygen at the outlet.
- Talk about the procedure of operating a Suction Machine and the precautions a Home Health Aide should keep in mind while doing so.
  - a. The upper airway warms, cleans and moistens the air we breathe.
  - b. The trach tube bypasses these mechanisms, so that the air moving through the tube is cooler, dryer and not as clean.
  - c. Suctioning clears mucus from the tracheotomy tube and is essential for proper breathing.
- Tell them about Catheterization, what catheters are made of, and the step by step procedure of applying catheters.
  - a. Urethral catheterization is a routine medical procedure that facilitates direct drainage of the urinary bladder.
  - b. Catheters may be inserted as an in-and-out procedure for immediate drainage, left in with a self-retaining device for short-term drainage
  - c. Patients of all ages may require urethral catheterization, but patients who are elderly or chronically ill are more likely to require indwelling catheters, which carry their own independent risks.
- Talk about Ryle's Tube and the procedure of flushing the tube and taking care of the skin.
  - a. It is a medical process involving the insertion of a plastic tube (nasogastric tube or NG tube) through the nose, past the throat, and down into the stomach.
  - b. It is the process of draining the stomach's contents via the tube and mainly used to remove gastrointestinal secretions and swallowed air in patients with gastrointestinal obstructions.
- Explain the basics of Enema, its administration, and the different types of solutions used in enemas.
  - a. It is a technique used to stimulate stool evacuation.
  - b. It is a liquid treatment most commonly used to relieve severe constipation.

- c. The process helps push waste out of the rectum when you cannot do so on your own.
- d. Enemas are available for purchase at pharmacies for home use, but you should ask a doctor or nurse for specific instructions to avoid injury.
- e. Provide the participants with the details on the procedure of inducing an enema and the different types of enemas:
  - ◇ Large Enemas
  - ◇ Small Enemas
  - ◇ Retention Enemas
- Explain the Proper specimen procurement and handling is an integral part of obtaining a valid and timely laboratory test result.
  - a. specimens must be collected in the proper tubes and containers, correctly labeled, and promptly transported to the laboratory.
  - b. Any patient preparation that is required may be found in the Interpretive section of the individual test listings
  - c. Avoid patient identification errors. Identify the patient prior to collecting a sample. Check identification bands.
- Explain the Medicine dispensing -process of preparing and giving medicine to a named person on the basis of a prescription
  - a. Ensure that the prescription has the name and signature of the prescriber and the stamp of the health centre.
  - b. Ensure that the prescription is dated and has the name of the patient.
  - c. Avoid dispensing without a prescription or from an unauthorized prescriber.
  - d. Check the name of the prescribed drug against that of the container and expiration date on the container.
  - e. Inform the patient about the cost of the drug and issue a receipt for all payments.

## Tips

- Cleaning and Disinfection of Noncritical Medical Equipment or Devices before procedure
- Before starting any special procedure make sure:
  - a. To wash your hands.
  - b. Explain the procedure to the patient.
  - c. Collect all the necessary equipment and supplies for the required treatment.
  - d. Clean and leave patient in a comfortable position after the treatment.
  - e. Clean and disinfect all the equipment.
  - f. Wash your hands and dispose all the waste properly.

## Activity

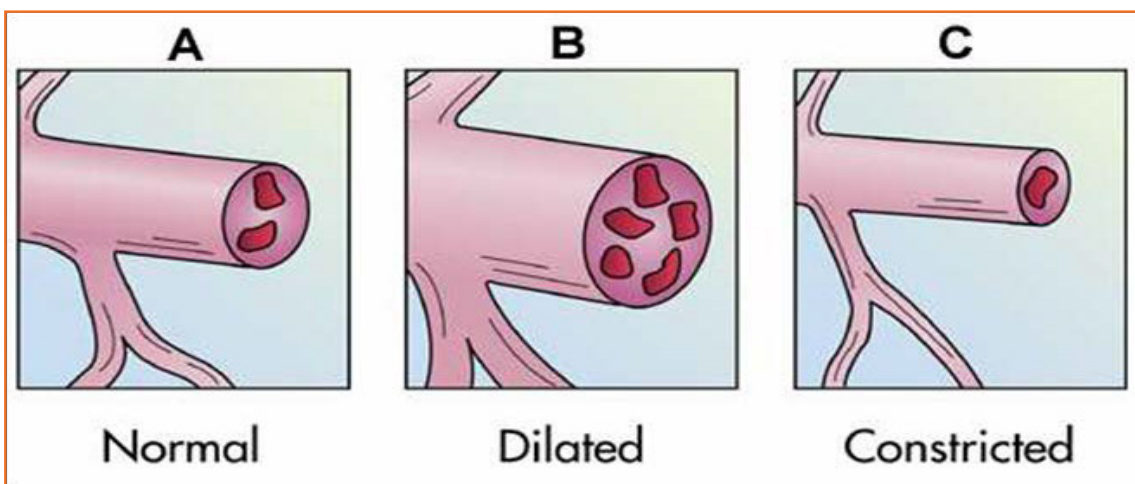
- Perform an activity of hot cold process on a swelling and stiffness patient under supervisor's supervision and evaluate the effects of procedure.
- Analyze the parameters regarding mask size, humidifier, and oxygen flow for infant, child and adult under oxygen therapy.
- Visit the ICU department of the hospital with all precautions and analyse the Suctioning procedure with the help of staff team.
- To provide a means of alimentation when the oral route is inaccessible. Watch and learn the activity of Gastric Gavage with relevant team of hospital.
- Visit the hospital with participants and meet the relevant departments to understand the preparation, need, procedure and types of enema.

## Notes for Facilitation

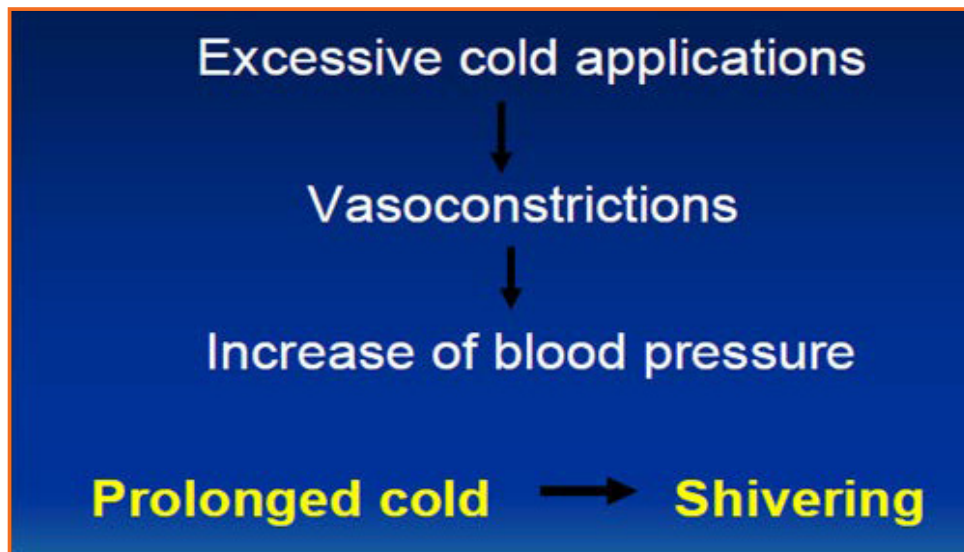
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell them not to shy on any queries regarding special procedure.

## Demonstrate

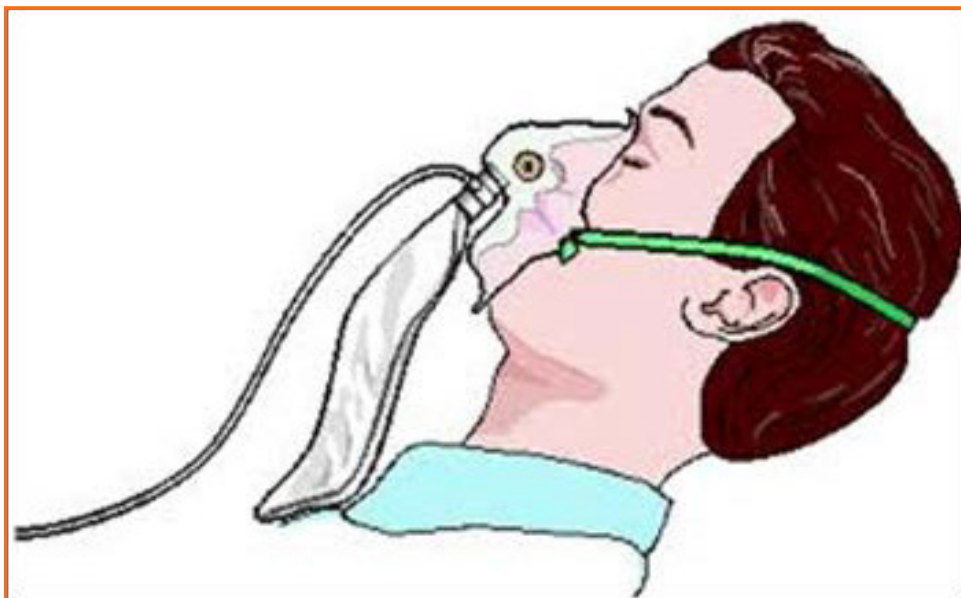
- Heat application Results



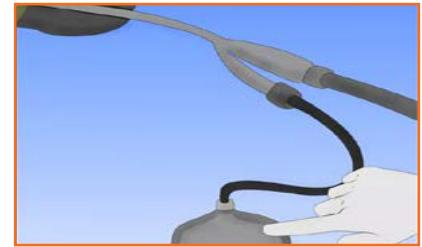
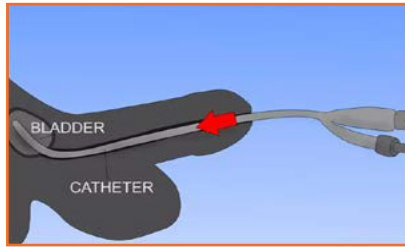
- Systematic effects of Cold



- Oxygen administration



- Catheterisation



- Ryle's Tube: Ryles's tube setup demonstration for feeding and for providing additional calories to the patient.



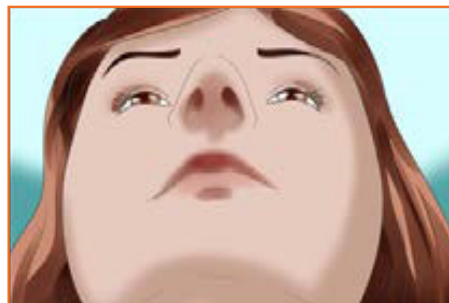
Wash hands



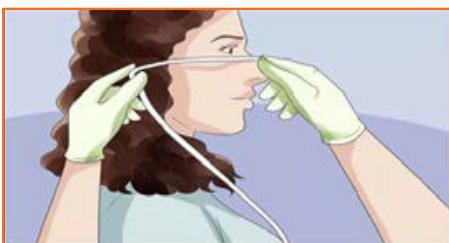
Explain procedure



Positioning



Examine nostril



Measure the tube



Lubricate the tube

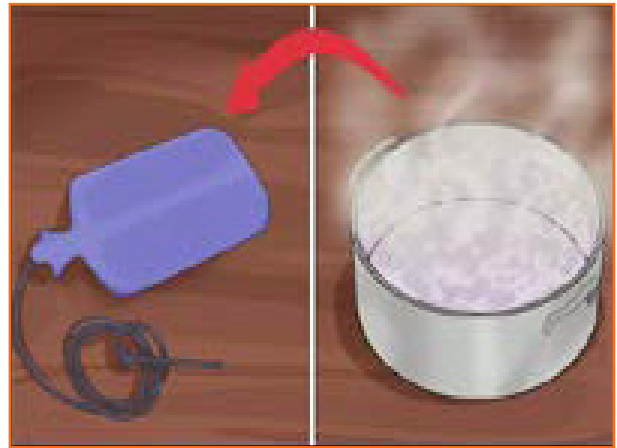


Insert the tube

- Enema administration



*Enema Kit*



*Filling Enema*



*Preparing Enema*



*Inserting Enema*







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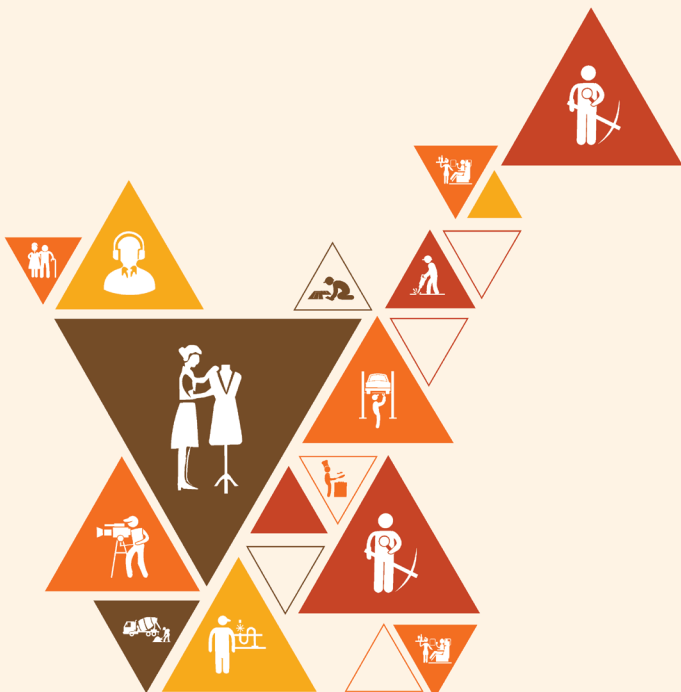
## 10. Role of Home Health Aide in Special Care

Unit 10.1 - Care of Geriatric Patients

Unit 10.2 - Care of Paralytic Patients

Unit 10.3 - Care of Immobile Patients

Unit 10.4 - Care of other Special Patients



HSS/ N 5122, HSS/  
N 5123

## Key Learning Outcomes

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

1. Explain the geriatrics.
2. Take care of a geriatric patient.
3. Explain the paralysis.
4. Take care of a paralytic patient.
5. Explain the physical immobility.
6. Take care of an immobile patient.
7. Explain the special care for patient.
8. Take care of patients who need special care.

## UNIT 10.1: Care of Geriatric Patients

### Unit Objectives

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

1. Explain the geriatrics.
2. Take care of a geriatric patient.

### 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 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 taking care of Geriatric Patients in a Healthcare Setting.

### Say

- Explain the basics of Geriatrics and taking care of Older Adults.
- Explain to the participants how Geriatrics is a team exercise and under what circumstances a Geriatric Patient needs care.
- Describe the procedure of performing a Comprehensive Assessment and the factors associated with it.

**Ask** 

- Ask the participants to explain the term Geriatrics in their own language.
- Ask the participants to list of a single member of the team needed to perform Geriatrics on a patient.

**Activity** 

- Make a team of 2-3 participants and Create some cultural activities enhance the daily lives of geriatrics patients by bringing back some of what they were interested in as younger people.
- Visit and meet the geriatric patients to maintain dignity and confidence, they need to continue or relearn as many of their daily activities as possible.

**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.

## UNIT 10.2: Care of Paralytic Patients

### Unit Objectives

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

1. Explain the paralysis.
2. Take care of a paralytic patient.

### 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 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 the procedure of taking care of Paralytic Patients in a Healthcare Setting.

### Say

- Explain the symptoms of Paralysis and the types of Paralysis in detail to the participants:
  - i. Monoplegia
  - ii. Hemiplegia
  - iii. Paraplegia
  - iv. Quadriplegia

- Describe the causes of paralysis and the process of diagnosing the condition
- Talk about how paralysis is treated and the final outlook and changes that occur in the life of people suffering from paralysis.
- Tell them about Patient Care and how to take care of partially and completely paralysed patients.
- Explain the process of maintaining schedules of patients and how it is considered important for a Home Health Aide to always keep smiling on the job.

## Activity

- Divide the group of students in groups of four.
- Ask each group to come up with important points that are essential when they are going to take care of a paralysis patient.
- Ask other group to explain what are those things that can be modified as per the patients need for better live.

## 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.

## UNIT 10.3: Care of Immobile Patients

### Unit Objectives

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

1. Explain the physical immobility.
2. Take care of an immobile patient.

### 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 how to take care of Immobile Patients.

### Say

- Explain the term Impaired Physical Mobility and its causes.
- Describe the characteristics of Impaired Physical Mobility and the other factors associated to it.
- Talk about the Care Plan for Immobile Patients and the different categories of symptoms related to it and how to intervene them.
- Tell them about the methods of keeping optimum joint and muscle mobility when the patient cannot move which is known as Nursing Actions and Selected Purposes / Rationales.

## Activity

- Divide the participants in two groups, Patient (Immobile ) and Nurse
- Tell them to perform the activity of debridement dressing if present, Positioning after every 2 hours and to perform oral care, bed bath and perineal care to maintain hygiene.

## 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



## UNIT 10.4: Care of Other Special Patients

### Unit Objectives

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

1. Explain the special care for patient.
2. Take care of patients who need special care.

### Resources to be Used

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

### 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 how to take care of Patients with Special Conditions.

### Say

- Provide the participants with a list of conditions that need Special and Compassionate Care.
- Explain the guidelines that should be kept in mind while taking care of the Mentally Challenged Patients.
- Describe the guidelines that should be kept in consideration while taking care of Infectious Patients

**Ask** 

- Ask the participants to list of a single condition that need special and compassionate care.
- Now ask them to list a guideline that should be considered while taking care of a mentally challenged and infectious patient.

**Activity** 

- Make a group of 2 and ask them to first illustrate what kind of special care a patient with mental disorder required and how will you handle and perform those activities.

**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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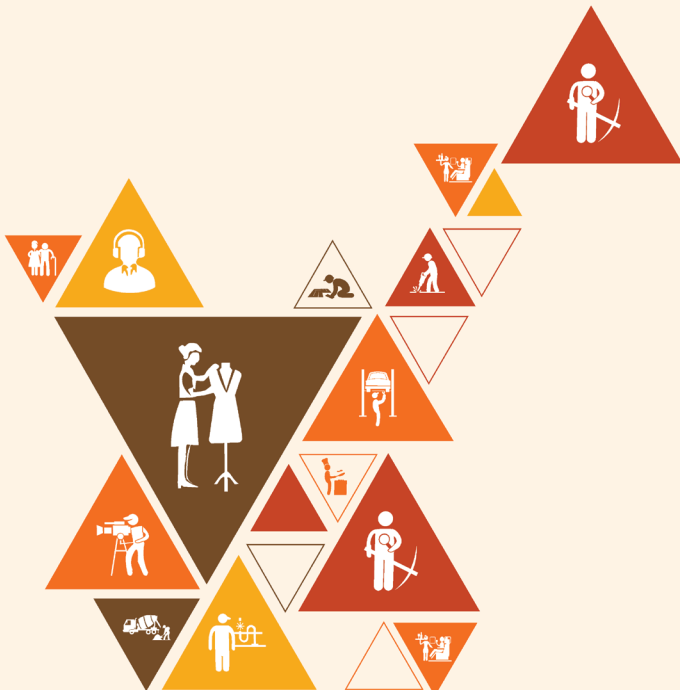


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# 11. Recording and Reporting

Unit 11.1 – Observing and Reporting

Unit 11.2 – Consent, Documentation and Records



HSS/ N 5116, HSS/  
N 5117, HSS/ N  
5118, HSS/ N 5119,  
HSS/ N 5120,  
HSS/ N 5122

## Key Learning Outcomes

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

1. Explain 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. Explain importance of observing and reporting the conditions of patient as well as taking consent while assisting the patient
4. Explain the importance of verbal information to the doctor in charge
5. Explain the importance and guidelines for documentation of different observations and informed consent of the patient.
6. 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.

## UNIT 11.1: Observing and Reporting

### Unit Objectives

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

1. Explain 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. Information may be used to demonstrate the patient's progress toward achievement of the goals.

### Resources to be Used

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

### 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.

### Ask

- Ask participants to talk about features of an effective documentation.

### 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:
  - a. Verbally
  - b. In writing
- A valid consent should be voluntary and informed, and the one taking consent should be some authorized personnel
- Daily abilities are usually assessed over a period of a few days. So, if your client ambulates unassisted one day, but needs help the next—you should report exactly what happens each day.
- This is why it is very important for you to always document: Thoroughly, Accurately, and In a timely manner!
- Making observations involves using four senses: sight, hearing, smell and touch. State objective observations as facts and write subjective observations as statements in quotation marks.
- Effective documentation should be:
  - c. Clear, concise and accurate
  - d. Contemporaneous with the events recorded in chronological order
  - e. Complete
  - f. Comprehensive
  - g. Collaborative and person-centric
  - h. Confidential

## Activity

Ask the students to answer the following questions:

- Mr. Singh is eating lunch when you arrive at his home. Your assignment is to take his vital signs and assist him in and out of the bathtub. How will you proceed further?
- When reporting a change in your patient's pulse, temperature or respiration, What you need to specify in observation and reporting?

## Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- Tell participants that your documentation may be read by a number of different people, so be professionally.

## UNIT 11.2: Consent, Documentation and Records

### Unit Objectives

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

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 practises 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 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 consent, reporting, and documentation in this unit.

## Activity

- Provide a sample of each of the consent types to the participants.
- Ask them to read it and ask questions if they are unable to understand.
- Provide a medical equipment inventory form to all the participants and ask 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.

## Notes for Facilitation

Before leaving for the field visit, provide instructions to the learners about the following:

- Objectives of the field visit- what are they expected to learn during the field visit
- Guidelines on appropriate behavior and appearance for the field visit
- Importance of taking notes
- Logistics of the visit- Location, time, duration, transport facilities, etc. After the learner comes back from the visit, have a joint experience sharing session to discuss what they learnt.

## 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.

## 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?



## Tips

- All the observations which are not considered normal are to be documented and reported to the nurse right away.
- Obtaining written informed consent from a potential subject is more than just a signature on a form.
- The primary purpose of the consent form is to provide evidence that the patient gave consent to the procedure in question.
- The medical chart provides a record of everything that was done regarding the patient's medical care.
- 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.

## Team Activity

- You could divide the class into two groups. Assign one consent form to group 1 and other consent form to group 2. Ask each of the participants to identify the missing information in the consent form and how can those forms be improved to capture comprehensive information.
- Think about consent as a process to assure patient understanding and agreement, not just signing a form. Make a team of 3 as Nurse, physician and patient. Informed consent should be a collaborative activity between the physician, nurse, and patient. The physician should have obtained consent before the nurse has the patient sign a form.

## 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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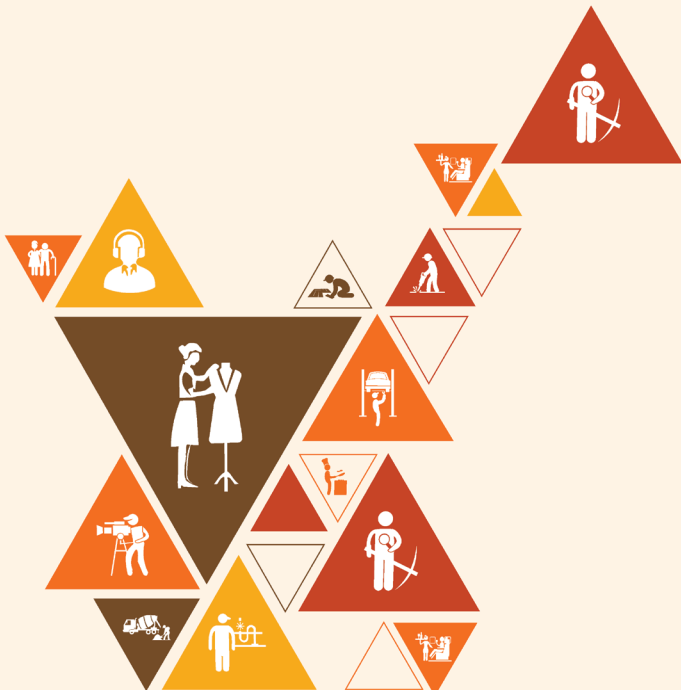
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# 12. Bio Medical Waste Management

Unit 12.1 – Bio Medical Waste Management



HSS/ N 9609

## Key Learning Outcomes

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

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.

## UNIT 12.1: Bio Medical Waste Management

### Unit Objectives

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

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 color 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 different departments in a hospital.

### Say

- Define the term bio medical waste management and the types of wastes generated in a hospital with its respective category.
- Explain the Color Coding process and the types of Container Schedule II.
- Talk about the step by step procedure of segregating bio medical waste:

- **Step 1:** Collection and Proper labeling of bins
- **Step 2:** Storage
- **Step 3:** Transportation
- **Step 4:** Personnel safety and its devices
- **Step 5:** Cleaning and its devices
- **Step 6:** Storage and Handling
- **Step 7:** Treatment: Technology options for 'treatment'
- Provide details on types of technologies used for treating bio medical waste and the categories of wastes generated in a hospital.
- Discuss the basic rules and guidelines that need to be followed to dispose hospital wastes.
- Explain the hazards of biomedical waste to the environment and how it can be prevented.

## Activity

- Ask students to visit the hospital premises and identify departments/areas where the basic rules of biomedical waste management are followed.
- Create an activity to assess the knowledge and practice in managing the biomedical wastes among participants with a pre-designed, pre-tested, structured Performa was used for data collection. Self-made scoring system was used to categorize the participants as having good, average and poor scores.

## Tips

- Types of Wastes Infectious waste
  - a. Pathological waste
  - b. Sharps
  - c. Chemicals
  - d. Pharmaceuticals
  - e. Genotoxic waste
  - f. Radioactive waste
  - g. Non-hazardous waste
- Colour Coding and Container Types
  - a. Yellow: Plastic bag
  - b. Red: Disinfected container/ plastic bag
  - c. Blue/ White Translucent: Plastic Bag/ puncture proof container
  - d. Black: Plastic bag
- Steps of Biomedical Segregation

- a. Collection and Proper labelling of bins
  - b. Storage
  - c. Transportation
  - d. Personnel safety and its devices
  - e. Cleaning and its devices
  - f. Storage and Handling
  - g. Treatment
- It is generated from biological and medical sources and activities, such as the diagnosis, prevention, or treatment of diseases.
  - The goals of biomedical waste treatment are to reduce or eliminate the waste's hazards, and usually to make the waste unrecognizable.
  - Biomedical waste is often incinerated. An efficient incinerator will destroy pathogens and sharps.
  - Only biohazardous waste should be placed inside red bags for disposal.
  - Different labels for Bio-medical waste containers and bags (Yellow, Red, Blue/White, and Black) shall be required for identification and safe handling of biomedical waste.

## 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 Activity 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.

## Demonstration

- Biohazard Symbols

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> 

- Cytotoxic hazard 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> 



- Equipment's used during Bio Medical Waste Management



Gloves



Boots



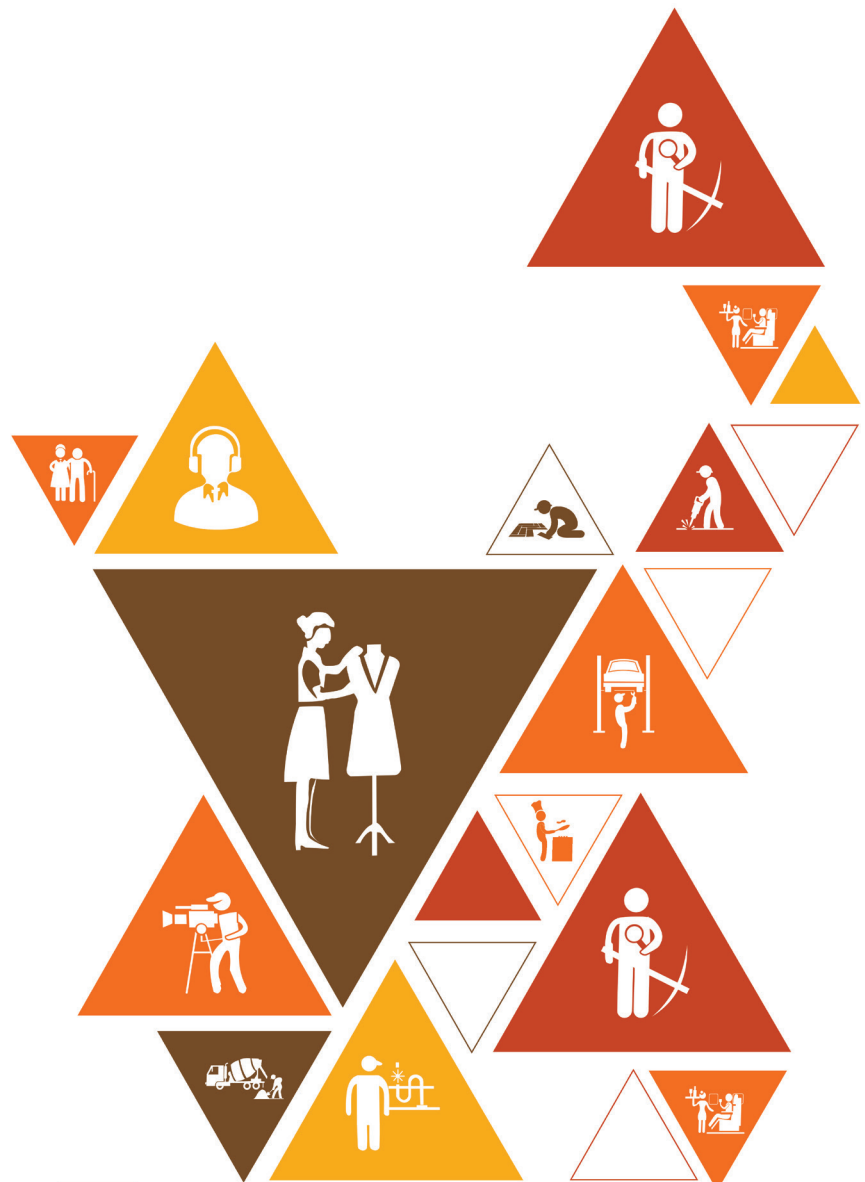
Dustpans



Trolleys



Wheelbarrows





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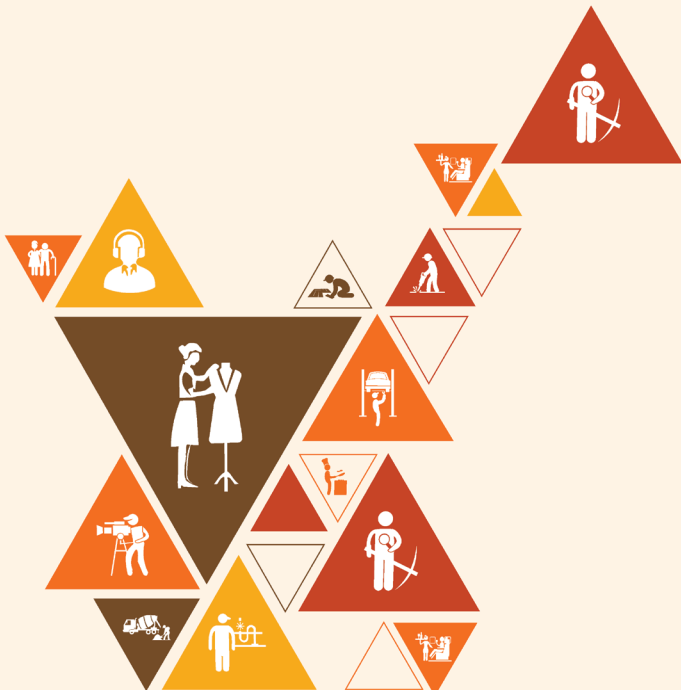
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## 13. Emergency Handling

Unit 13.1 – Emergency Medical Responses

Unit 13.2 – First Aid



HSS/ N 9606)

## Key Learning Outcomes

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

1. Describe Chain of Survival.
2. Demonstrate Cardio Pulmonary Resuscitation.
3. Chain of Survival
4. Rescue of a child
5. Apply first aid on an injured person.
6. Understand the procedures of doing CPR.

## UNIT 13.1: Emergency Medical Response

### Unit Objectives

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

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
- Emergency situations
- Crash cart trolley
- O2 cylinder
- Emergency flashlights
- Rescue carabineers
- Rescue tools
- Cyalume light sticks
- Holster sets

### 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:
  - a. Danger
  - b. Response
  - c. Send for Help
  - d. Airway
  - e. Breathing
  - f. CPR
  - g. Defibrillator
- Describe the techniques to clear up blockage from an airway and the ways to perform cardiopulmonary resuscitations on a patient:
  - a. Compressions
  - b. Ventilations
  - c. Mouth – to – Mouth
  - d. Pocket Mask
- Explain the step by step ways of resuscitating 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:
  - a. Ensure scene safety.
  - b. Check for response.
  - c. Shout for nearby help/activate the resuscitation team; can activate the resuscitation team at this time or after checking breathing and pulse.
  - d. You must be extra careful when you perform CPR on babies and infants.
  - e. Check for no breathing or only gasping and check pulse (ideally simultaneously).
  - f. Immediately begin CPR, and use the AED/defibrillator when available. CPR consists of cycles of 30 chest compressions and two breaths.
  - g. If the baby is not breathing, perform gentle compressions using maximum three fingers.
  - h. Always wear gloves to avoid any direct contact with the patient's potentially infected body fluids.

## Group Activity

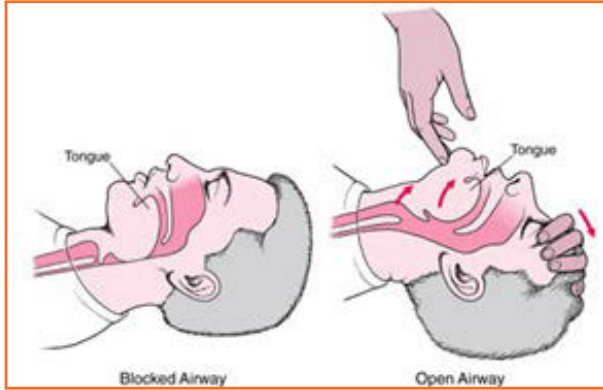
- You could make 2 groups of the participants
- Ask one group to practice on CPR and other group to practice for a child's rescue.
- Participants need to know how to assess an accident scene and the best practices for transporting the sick and injured. Knowledge of procedures for dealing with things like hazardous materials and traffic will also be important. The handling of major disasters and terrorism are covered by this activity

## Notes for Facilitation

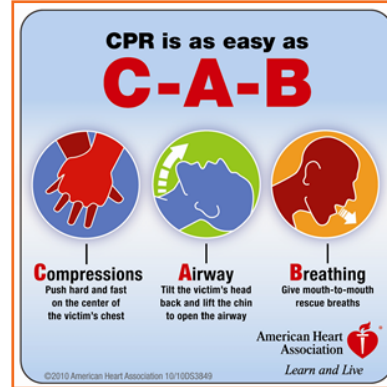
- Ask any volunteer student to demonstrate CPR for other students
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## Demonstrate

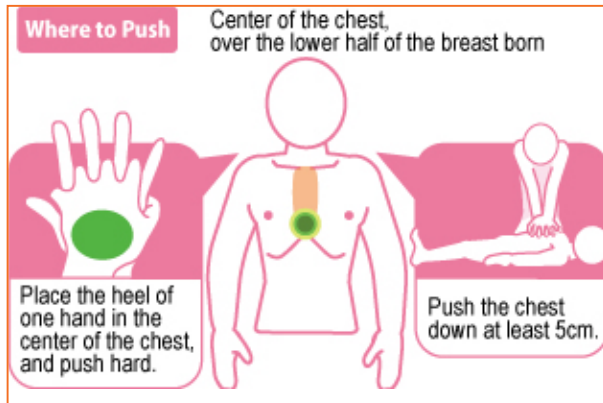
- Basics of Life Support



Airway



CAB



Compressions



Pocket mask



Mouth to Mouth



- Rescue of Child

- » Checking an injured or ill child/ infant:



*Check for responsiveness*

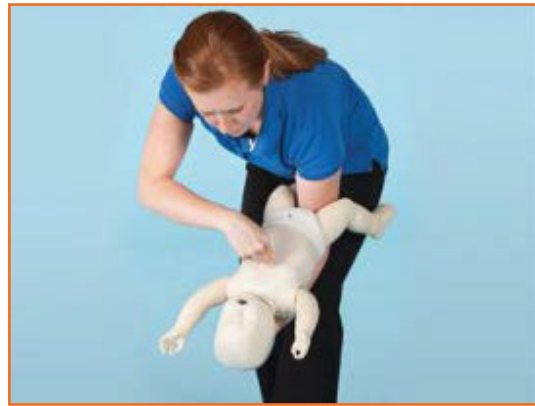


*Check for Breathing*

- » In case of choking:



*Back Blow*



*Chest Blow*

- » Choking Treatment



*Back Blow*



*Thrust*

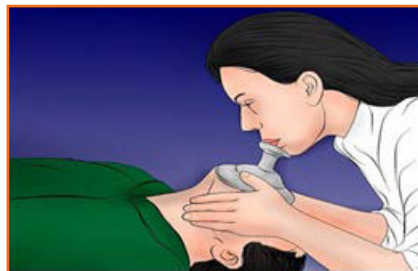
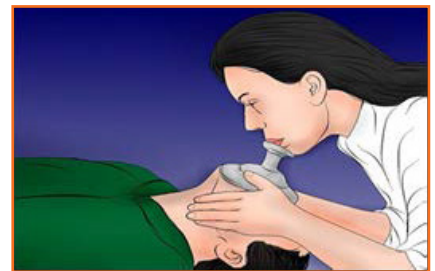
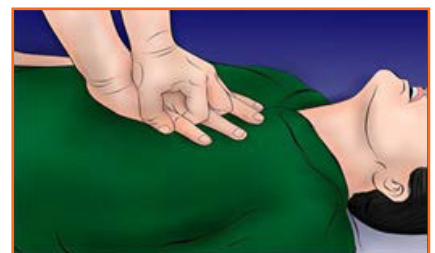


*High Performance Thrust*



*Obstruction comes out*

» Performing CPR for an Adult



## UNIT 13.2: First-Aid

### Unit Objectives

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

1. Apply first aid on an injured person.
2. What needs to be in a first aid kit?
3. What is the use of a first aid kit?

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Sterile gauze
- Pads of different sizes
- Adhesive tape
- Bandages
- A splint
- Antiseptic wipes

### 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.
- Explain 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 one if the bleeding does not stops and the steps to avoid while treating a bleeding patient.
- Tell them process to treat a burn, follow the first aid.
- Illustrate about the used of splint to keep an injured body part from moving and to protect it from any further damage.

## Demonstrate

» Splints of different body parts:



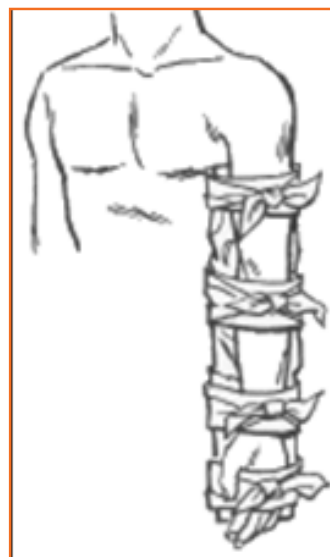
*Splint the forearm*



*Splint the wrist*



*Splint the upper leg*



*Splint the elbow*



*Splint the lower leg*

## » Bleeding First Aid

*Wash your hand**Clean the wound**Immobilize the effected part***Activity** 

- Divide the participants in groups of four.
- Ask each group to list two causes of bleeding.
- Now ask the groups to list two ways of treating a bleeding patients.

**Notes for Facilitation** 

- Ask them to complete the exercise given at the end of the unit in the handbook.







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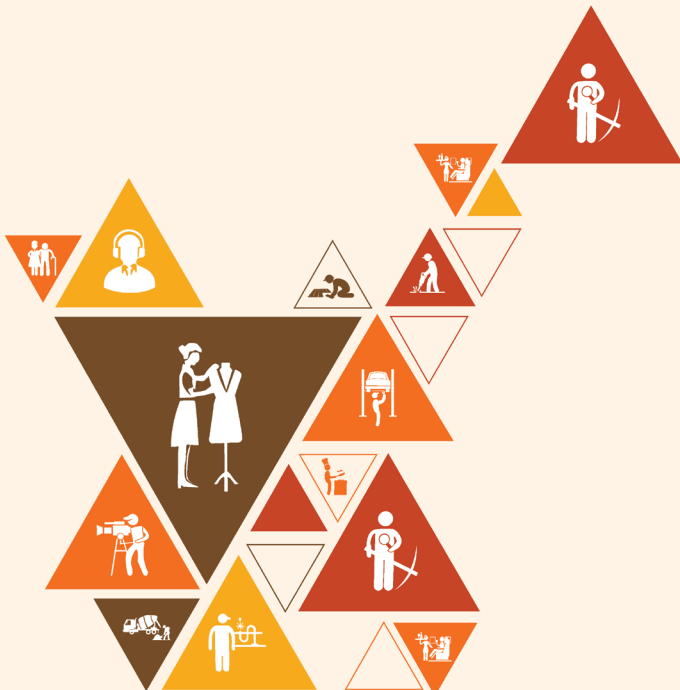
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# 14. Soft Skills and Communication Skills

14.1- Soft Skills and Communication Skills



HSS/ N 9603, HSS/  
N 9604, HSS/ N  
9605, HSS/ N 9607

## Key Learning Outcomes

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

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 14.1: Soft Skills and Communication Skills

### Unit Objectives

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

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

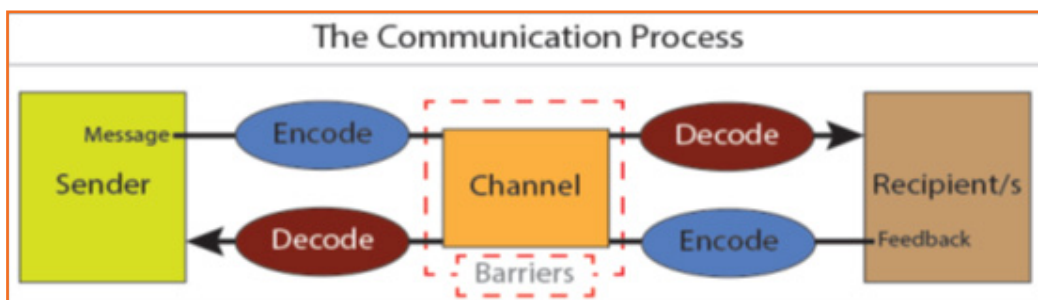
### Say

- 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:
  - a. Acknowledge immediately
  - b. Use patient's name
  - c. Establish eye contact and smile
- L-Listen:
  - a. Maintain eye contact
  - b. Use listening techniques
  - c. Don't interrupt
  - d. Repeat information for accuracy
- E-Explain:
  - a. Describe what is going to happen
  - b. Answer questions with patience
  - c. 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





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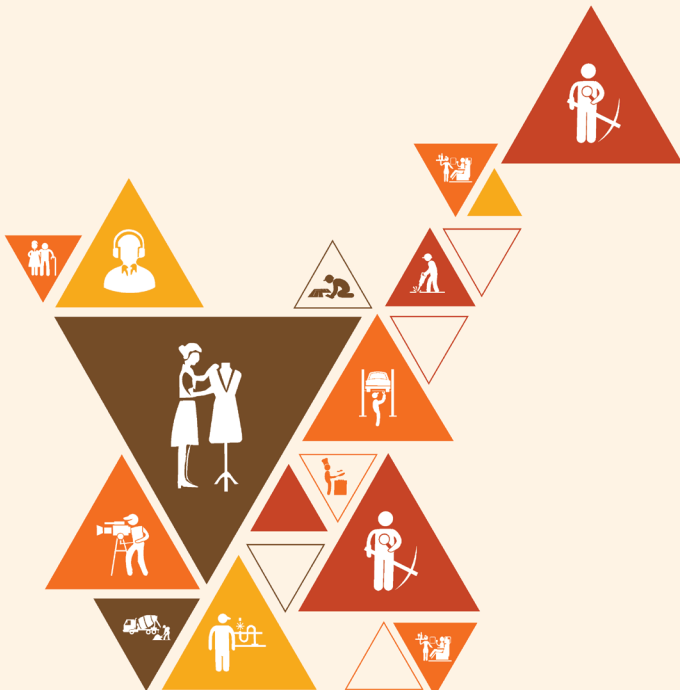
# 15. IT Skills

Unit 15.1 – Introduction to Computer

Unit 15.2 – MS Word

Unit 15.3 – MS Excel

Unit 15.4 – Internet Concepts



## Key Learning Outcomes

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

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 15.1: Introduction to Computer

### Unit Objectives

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

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

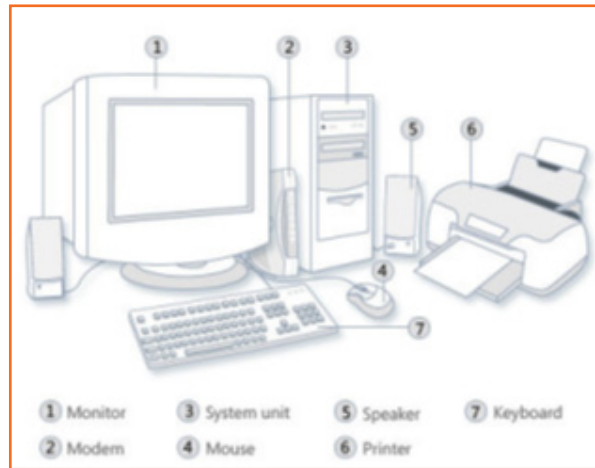
- Greet and welcome the participants to the next unit of the program.
- Tell them they are going to learn about computer.
- Ask participants what are the advantages of a computer system
- Ask participants which hospital departments have computer systems

### 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 ask students to discuss different uses of computer in a hospital setting
- 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: MS Word

### Unit Objectives

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

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 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 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:
  - a. Creating a word document
  - b. Saving a word document
  - c. 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 ask 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 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 15.3: MS Excel

### Unit Objectives

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

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 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 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:
  - a. Creating a new blank workbook
  - b. Insert text

- c. Cell addresses
- d. How to edit and delete text in a cell
- e. How to insert rows and columns
- f. How to format the text, font size and type
- g. How to format number and dates
- h. Basics of calculation and analysis
- i. Printing an excel sheet
- j. 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 ask 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.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily

## UNIT 15.4: Internet Concepts

### Unit Objectives

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

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 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 internet concepts.
- Ask 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 ask 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.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily



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# 16. Employability and Entrepreneurship Skills

Unit 16.1 – Personal Strengths & Value Systems

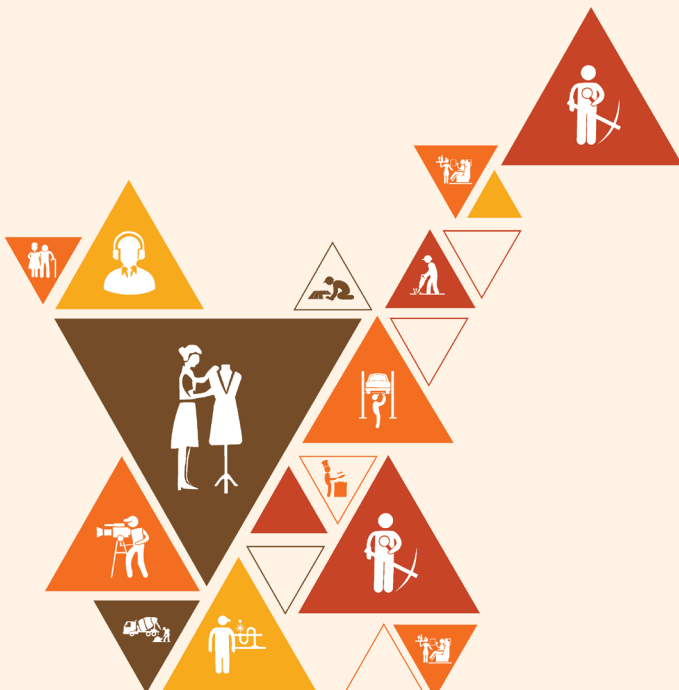
Unit 16.2 – Digital Literacy: A Recap

Unit 16.3 – Money Matters

Unit 16.4 – Preparing for Employment & Self Employment

Unit 16.5 – Understanding Entrepreneurship

Unit 16.6 – Preparing to be an Entrepreneur



## Key Learning Outcomes

### **At the end of this module, you will be able to:**

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. Understand 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. Understand 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 how to maintain a positive attitude
15. Discuss the role of attitude in self-analysis
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
32. Identify the basic parts of a computer



33. Identify the basic parts of a keyboard
34. Recall basic computer terminology
35. Recall basic computer terminology
36. Recall the functions of basic computer keys
37. Discuss the main applications of MS Office
38. Discuss the benefits of Microsoft Outlook
39. Discuss the different types of e-commerce
40. List the benefits of e-commerce for retailers and customers
41. Discuss how the Digital India campaign will help boost e-commerce in India
42. Explain how you will sell a product or service on an e-commerce platform
43. Discuss the importance of saving money
44. Discuss the benefits of saving money
45. Discuss the main types of bank accounts
46. Describe the process of opening a bank account
47. Differentiate between fixed and variable costs
48. Describe the main types of investment options
49. Describe the different types of insurance products
50. Describe the different types of taxes
51. Discuss the uses of online banking
52. Discuss the main types of electronic funds transfers
53. Discuss the steps to prepare for an interview
54. Discuss the steps to create an effective Resume
55. Discuss the most frequently asked interview questions
56. Discuss how to answer the most frequently asked interview questions
57. Discuss basic workplace terminology
58. Discuss the concept of entrepreneurship
59. Discuss the importance of entrepreneurship
60. Describe the characteristics of an entrepreneur
61. Describe the different types of enterprises
62. List the qualities of an effective leader
63. Discuss the benefits of effective leadership
64. List the traits of an effective team
65. Discuss the importance of listening effectively
66. Discuss how to listen effectively
67. Discuss the importance of speaking effectively

1. Discuss how to speak effectively
2. Discuss how to solve problems
3. List important problem solving traits
4. Discuss ways to assess problem solving skills
5. Discuss the importance of negotiation
6. Discuss how to negotiate
7. Discuss how to identify new business opportunities
8. Discuss how to identify business opportunities within your business
9. Understand the meaning of entrepreneur
10. Describe the different types of entrepreneurs
11. List the characteristics of entrepreneurs
12. Recall entrepreneur success stories
13. Discuss the entrepreneurial process
14. Describe the entrepreneurship ecosystem
15. Discuss the government's role in the entrepreneurship ecosystem
16. Discuss the current entrepreneurship ecosystem in India
17. Understand the purpose of the Make in India campaign
18. Discuss the relationship between entrepreneurship and risk appetite
19. Discuss the relationship between entrepreneurship and resilience
20. Describe the characteristics of a resilient entrepreneur
21. Discuss how to deal with failure
22. Discuss how market research is carried out
23. Describe the 4 Ps of marketing
24. Discuss the importance of idea generation
25. Recall basic business terminology
26. Discuss the need for CRM
27. Discuss the benefits of CRM
28. Discuss the need for networking
29. Discuss the benefits of networking
30. Understand the importance of setting goals
31. Differentiate between short-term, medium-term and long-term goals
32. Discuss how to write a business plan
33. Explain the financial planning process
34. Discuss ways to manage your risk
35. Describe the procedure and formalities for applying for bank finance

## UNIT 16.1: Personal Strengths & Value Systems

### Unit Objectives

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

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. Understand 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. Understand 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 how to maintain a positive attitude
15. Discuss the role of attitude in self-analysis
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

## 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 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 Personal Strengths and value systems.

## Say

- Tell the participants about the Health, Habits and Hygiene. What is Health? As per the World Health Organization (WHO), health is a “State of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.”

## Elaborate

Explain – This means being healthy does not simply mean not being unhealthy – it also means you need to be at peace emotionally, and feel fit physically. For example, you cannot say you are healthy simply because you do not have any physical ailments like a cold or cough. You also need to think about whether you are feeling calm, relaxed and happy.

### Common Health Issues

Some common health issues are:

- Allergies
- Asthma
- Skin Disorders
- Depression and Anxiety
- Diabetes
- Cough, Cold, Sore Throat
- Difficulty Sleeping
- Obesity

## Say

- Give participants some tips to prevent health issues.

## Elaborate

Explain – Taking measures to prevent ill health is always better than curing a disease or sickness. You can stay healthy by:

- Eating healthy foods like fruits, vegetables and nuts
- Cutting back on unhealthy and sugary foods
- Drinking enough water everyday
- Not smoking or drinking alcohol
- Exercising for at least 30 minutes a day, 4-5 times a week
- Taking vaccinations when required
- Practicing yoga exercises and meditation

How many of these health standards do you follow? Tick the ones that apply to you.

- Get minimum 7-8 hours of sleep every night.
- Avoid checking email first thing in the morning and right before you go to bed at night.
- Don't skip meals – eat regular meals at correct meal times.
- Read a little bit every single day.
- Eat more home cooked food than junk food
- Stand more than you sit.
- Drink a glass of water first thing in the morning and have at least 8 glasses of water through the day.
- Go to the doctor and dentist for regular checkups.
- Exercise for 30 minutes at least 5 days a week.
- Avoid consuming lots of aerated beverages.

## Say

- Tell the participants what is hygiene. As per the World Health Organization (WHO), “Hygiene refers to conditions and practices that help to maintain health and prevent the spread of diseases.” In other words, hygiene means ensuring that you do whatever is required to keep your surroundings clean, so that you reduce the chances of spreading germs and diseases.

## Elaborate

Explain – For instance, think about the kitchen in your home. Good hygiene means ensuring that the kitchen is always spick and span, the food is put away, dishes are washed and dustbins are not overflowing with garbage. Doing all this will reduce the chances of attracting pests like rats or cockroaches, and prevent the growth of fungus and other bacteria, which could spread disease.

How many of these health standards do you follow? Tick the ones that apply to you.

- Have a bath or shower every day with soap – and wash your hair with shampoo 2-3 times a week.
- Wear a fresh pair of clean undergarments every day.
- Brush your teeth in the morning and before going to bed.
- Cut your fingernails and toenails regularly.
- Wash your hands with soap after going to the toilet.
- Use an anti-perspirant deodorant on your underarms if you sweat a lot.
- Wash your hands with soap before cooking or eating.
- Stay home when you are sick, so other people don't catch what you have.
- Wash dirty clothes with laundry soap before wearing them again.
- Cover your nose with a tissue/your hand when coughing or sneezing.

See how healthy and hygienic you are, by giving yourself 1 point for every ticked statement! Then take a look at what your score means.

### Your Score

- 0-7/20: You need to work a lot harder to stay fit and fine! Make it a point to practice good habits daily and see how much better you feel!
- 7-14/20: Not bad, but there is scope for improvement! Try and add a few more good habits to your daily routine.
- 14-20/20: Great job! Keep up the good work! Your body and mind thank you.

## Say

- Tell the participants about the Swachh Bharat Abhiyan. The 'Swachh Bharat Abhiyan' (Clean India Mission) launched by Prime Minister Shri Narendra Modi on 2nd October 2014, believes in doing exactly this. The aim of this mission is to clean the streets and roads of India and raise the overall level of cleanliness. Currently this mission covers 4,041 cities and towns across the country. Millions of our people have taken the pledge for a clean India. You should take the pledge too, and do everything possible to keep our country clean!
- Also tell the participants about the habits.

## Elaborate

Explain – A habit is a behaviour that is repeated frequently. All of us have good habits and bad habits. Keep in mind the phrase by John Dryden: “We first make our habits, and then our habits make us.” This is why it is so important that you make good habits a way of life, and consciously avoid practicing bad habits.

Some good habits that you should make part of your daily routine are:

- Always having a positive attitude
- Making exercise a part of your daily routine
- Reading motivational and inspirational stories
- Smiling! Make it a habit to smile as often as possible
- Making time for family and friends
- Going to bed early and waking up early

Some bad habits that you should quit immediately are:

- Skipping breakfast
- Snacking frequently even when you are not hungry
- Eating too much fattening and sugary food
- Smoking, drinking alcohol and doing drugs
- Spending more money than you can afford
- Worrying about unimportant issues
- Staying up late and waking up late

## Do

Give participants some safety tips to design a safe workplace. Every employer is obligated to ensure that his workplace follows the highest possible safety protocol. When setting up a business, owners must make it a point to:

- Use ergonomically designed furniture and equipment to avoid stooping and twisting
- Provide mechanical aids to avoid lifting or carrying heavy objects
- Have protective equipment on hand for hazardous jobs
- Designate emergency exits and ensure they are easily accessible
- Set down health codes and ensure they are implemented
- Follow the practice of regular safety inspections in and around the workplace
- Ensure regular building inspections are conducted
- Get expert advice on workplace safety and follow it

**Say** 

- Tell the participants about the Negotiable Employee Safety Habits.

**Elaborate** 

Tell them – Every employer is obligated to ensure that his workplace follows the highest possible safety protocol. When setting up a business, owners must make it a point to:

- Immediately report unsafe conditions to a supervisor
- Recognize and report safety hazards that could lead to slips, trips and falls
- Report all injuries and accidents to a supervisor
- Wear the correct protective equipment when required
- Learn how to correctly use equipment provided for safety purposes
- Be aware of and avoid actions that could endanger other people
- Take rest breaks during the day and some time off from work during the week

**Say** 

- Tell the participants about the Self Analysis. To truly achieve your full potential, you need to take a deep look inside yourself and find out what kind of person you really are. This attempt to understand your personality is known as self-analysis. Assessing yourself in this manner will help you grow, and will also help you to identify areas within yourself that need to be further developed, changed or eliminated.
- Tell the participants about the motivation. Very simply put, motivation is your reason for acting or behaving in a certain manner. It is important to understand that not everyone is motivated by the same desires – people are motivated by many, many different things. We can understand this better by looking at Maslow's Hierarchy of Needs.
- Also tell the participants about the Maslow's Hierarchy of needs.

**Elaborate** 

Tell them – Famous American psychologist Abraham Maslow wanted to understand what motivates people. He believed that people have five types of needs, ranging from very basic needs (called physiological needs) to more important needs that are required for self-growth (called self-actualization needs). Between the physiological and self-actualization needs are three other needs – safety needs, belongingness and love needs, and esteem needs. These needs are usually shown as a pyramid with five levels and are known as Maslow's Hierarchy of Needs.



As you can see from the pyramid, the lowest level depicts the most basic needs. Maslow believed that our behaviour is motivated by our basic needs, until those needs are met. Once they are fulfilled, we move to the next level and are motivated by the next level of needs. Let's understand this better with an example:

“Rupa comes from a very poor family. She never has enough food, water, warmth or rest. According to Maslow, until Rupa is sure that she will get these basic needs, she will not even think about the next level of needs – her safety needs. But, once Rupa is confident that her basic needs will be met, she will move to the next level, and her behaviour will then be motivated by her need for security and safety. Once these new needs are met, Rupa will once again move to the next level, and be motivated by her need for relationships and friends. Once this need is satisfied, Rupa will then focus on the fourth level of needs – her esteem needs, after which she will move up to the fifth and last level of needs – the desire to achieve her full potential.”

## Say

- Tell the participants about the Achievements Motivation. We now know that people are motivated by basic, psychological and self-fulfillment needs. However, certain people are also motivated by the achievement of highly challenging accomplishments. This is known as Achievement Motivation, or 'need for achievement'.

## Elaborate

Tell them – The level of motivation achievement in a person differs from individual to individual. It is important that entrepreneurs have a high level of achievement motivation – a deep desire to accomplish something important and unique. It is equally important that they hire people who are also highly motivated by challenges and success.

### **Characteristics of Entrepreneurs with Achievement Motivation**

- Entrepreneurs with achievement motivation can be described as follows:
- Unafraid to take risks for personal accomplishment
- Love being challenged Future-oriented Flexible and adaptive
- Value negative feedback more than positive feedback
- Very persistent when it comes to achieving goals
- Extremely courageous
- Highly creative and innovative
- Restless - constantly looking to achieve more
- Feel personally responsible for solving problems

### **Think about it:**

- How many of these traits do you have?
- Can you think of entrepreneurs who display these traits?

## Say

- Tell the participants how to cultivate a positive attitude. The good news is attitude is a choice. So it is possible to improve, control and change our attitude, if we decide we want to!

## Elaborate

Tell them – The following tips help foster a positive mindset:

- Remember that you control your attitude, not the other way around
- Devote at least 15 minutes a day towards reading, watching or listening to something positive
- Avoid negative people who only complain and stop complaining yourself
- Expand your vocabulary with positive words and delete negative phrases from your mind
- Be appreciative and focus on what's good in yourself, in your life, and in others
- Stop thinking of yourself as a victim and start being proactive
- Imagine yourself succeeding and achieving your goals

## Say

- Tell the participants about the attitude. Now that we understand why motivation is so important for self-analysis, let's look at the role our attitude plays in better understanding ourselves. Attitude can be described as your tendency (positive or negative), to think and feel about someone or something

## Elaborate

Tell them – Attitude is the foundation for success in every aspect of life. Our attitude can be our best friend or our worst enemy. In other words:

***“The only disability in life is a bad attitude.”***

When you start a business, you are sure to encounter a wide variety of emotions, from difficult times and failures to good times and successes. Your attitude is what will see you through the tough times and guide you towards success. Attitude is also infectious. It affects everyone around you, from your customers to your employees to your investors. A positive attitude helps build confidence in the workplace while a negative attitude is likely to result in the demotivation of your people.

## Say

- Tell the participants about the Honesty and Work Ethics. Honesty is the quality of being fair and truthful. It means speaking and acting in a manner that inspires trust.

## Elaborate

Tell them – A person who is described as honest is seen as truthful and sincere, and as someone who isn't deceitful or devious and doesn't steal or cheat. There are two dimensions of honesty – one is honesty in communication and the other is honesty in conduct. Honesty is an extremely important trait because it results in peace of mind and builds relationships that are based on trust. Being dishonest, on the other hand, results in anxiety and leads to relationships full of distrust and conflict.

## Say

- Tell the participants about the Qualities of Honesty People.

## Elaborate

Tell them – Honest individuals have certain distinct characteristics. Some common qualities among honest people are:

- They don't worry about what others think of them. They believe in being themselves – they don't bother about whether they are liked or disliked for their personalities.
- They stand up for their beliefs. They won't think twice about giving their honest opinion, even if they are aware that their point of view lies with the minority.
- They are thick skinned. This means they are not affected by others judging them harshly for their honest opinions.
- They forge trusting, meaningful and healthy friendships. Honest people usually surround themselves with honest friends. They have faith that their friends will be truthful and upfront with them at all times.

They are trusted by their peers. They are seen as people who can be counted on for truthful and objective feedback and advice.

- **Honesty and employees:** When entrepreneurs build honest relationships with their employees, it leads to more transparency in the workplace, which results in higher work performance and better results.
- **Honesty and investors:** For entrepreneurs, being honest with investors means not only sharing strengths but also candidly disclosing current and potential weaknesses, problem areas and solution strategies. Keep

- in mind that investors have a lot of experience with startups and are aware that all new companies have problems. Claiming that everything is perfectly fine and running smoothly is a red flag for most investors.
- **Honesty with oneself:** The consequences of being dishonest with oneself can lead to dire results, especially in the case of entrepreneurs. For entrepreneurs to succeed, it is critical that they remain realistic about their situation at all times, and accurately judge every aspect of their enterprise for what it truly is.

### What are Work Ethics?

Being ethical in the workplace means displaying values like honesty, integrity and respect in all your decisions and communications. It means not displaying negative qualities like lying, cheating and stealing. Workplace ethics play a big role in the profitability of a company. It is as crucial to an enterprise as high morale and teamwork. This is why most companies lay down specific workplace ethic guidelines that must compulsorily be followed by their employees. These guidelines are typically outlined in a company's employee handbook.

### Say

- Tell the participants about the Elements of Work Ethics.

### Elaborate

Tell them – An entrepreneur must display strong work ethics, as well as hire only those individuals who believe in and display the same level of ethical behavior in the workplace. Some elements of a strong work ethic are:

- **Professionalism:** This involves everything from how you present yourself in a corporate setting to the manner in which you treat others in the workplace.
- **Respectfulness:** This means remaining poised and diplomatic regardless of how stressful or volatile a situation is.
- **Dependability:** This means always keeping your word, whether it's arriving on time for a meeting or delivering work on time.
- **Dedication:** This means refusing to quit until the designated work is done, and completing the work at the highest possible level of excellence.
- **Determination:** This means embracing obstacles as challenges rather than letting them stop you, and pushing ahead with purpose and resilience to get the desired results.
- **Accountability:** This means taking responsibility for your actions and the consequences of your actions, and not making excuses for your mistakes.
- **Humility:** This means acknowledging everyone's efforts and hard work, and sharing the credit for accomplishments.

## Say

- Tell the participants how to foster a good work ethic. As an entrepreneur, it is important that you clearly define the kind of behavior that you expect from each and every team member in the workplace.

## Elaborate

Tell them – You should make it clear that you expect employees to display positive work ethics like:

- **Honesty:** All work assigned to a person should be done with complete honesty, without any deceit or lies.
- **Good attitude:** All team members should be optimistic, energetic, and positive.
- **Reliability:** Employees should show up where they are supposed to be, when they are supposed to be there.
- **Good work habits:** Employees should always be well groomed, never use inappropriate language, conduct themselves professionally at all times, etc.
- **Initiative:** Doing the bare minimum is not enough. Every team member needs to be proactive and show initiative.
- **Trustworthiness:** Trust is non-negotiable. If an employee cannot be trusted, it's time to let that employee go.
- **Respect:** Employees need to respect the company, the law, their work, their colleagues and themselves.
- **Integrity:** Each and every team member should be completely ethical and must display above board behaviour at all times.
- **Efficiency:** Efficient employees help a company grow while inefficient employees result in a waste of time and resources.

## Say

- Tell the participants about the creativity and innovation.

## Elaborate

### What is Creativity?

Creativity means thinking outside the box. It means viewing things in new ways or from different perspectives, and then converting these ideas into reality. Creativity involves two parts: thinking and producing. Simply having an idea makes you imaginative, not creative. However, having an idea and acting on it makes you creative.

### Characteristics of Highly Creative People

Some characteristics of creative people are:

- They are imaginative and playful
- They see issues from different angles
- They notice small details
- They have very little tolerance for boredom
- They detest rules and routine
- They love to daydream
- They are very curious

### What is Innovation?

There are many different definitions of innovation. In simple terms, innovation means turning an idea into a solution that adds value. It can also mean adding value by implementing a new product, service or process, or significantly improving on an existing product, service or process.

### Characteristics of Highly Innovative People

Some characteristics of highly innovative people are:

- They embrace doing things differently
- They don't believe in taking shortcuts
- They are not afraid to be unconventional
- They are highly proactive and persistent
- They are organized, cautious and risk-averse

## Say

- Tell the participants about the Time Management. Time management is the process organizing your time, and deciding how to allocate your time between different activities. Good time management is the difference between working smart (getting more done in less time) and working hard (working for more time to get more done).

## Elaborate

Tell them – Effective time management leads to an efficient work output, even when you are faced with tight deadlines and high pressure situations. On the other hand, not managing your time effectively results in inefficient output and increases stress and anxiety.

### Benefits of Time Management

Time management can lead to huge benefits like:

- Greater productivity

- Higher efficiency
- Better professional reputation
- Reduced stress
- Higher chances for career advancement
- Greater opportunities to achieve goals

Not managing time effectively can result in undesirable consequences like:

- Missing deadlines
- Inefficient work output
- Substandard work quality
- Poor professional reputation
- Stalled career
- Increase in stress and anxiety

## Do

Discuss with the participants about the Traits of effective Time Managers. Some traits of effective time managers are:

- They begin projects early They set daily objectives
- They modify plans if required, to achieve better results
- They are flexible and open-minded
- They inform people in advance if their help will be required
- They know how to say no
- They break tasks into steps with specific deadlines
- They continually review long term goals
- They think of alternate solutions if and when required
- They ask for help when required They create backup plans

## Say

- Tell the participants about the effective time management techniques.

## Elaborate

Tell them – You can manage your time better by putting into practice certain time management techniques. Some helpful tips are:

- Plan out your day as well as plan for interruptions. Give yourself at least 30 minutes to figure out your time plan. In your plan, schedule some time for interruptions.
- Put up a “Do Not Disturb” sign when you absolutely have to complete a certain amount of work.
- Close your mind to all distractions. Train yourself to ignore ringing phones, don’t reply to chat messages and disconnect from social media sites.
- Delegate your work. This will not only help your work get done faster, but will also show you the unique skills and abilities of those around you.
- Stop procrastinating. Remind yourself that procrastination typically arises due to the fear of failure or the belief that you cannot do things as perfectly as you wish to do them.
- Prioritize. List each task to be completed in order of its urgency or importance level. Then focus on completing each task, one by one.
- Maintain a log of your work activities. Analyze the log to help you understand how efficient you are, and how much time is wasted every day.
- Create time management goals to reduce time wastage.

## Say

- Now tell the participants about the Anger Management.

## Elaborate

Tell them – Anger management is the process of:

- Learning to recognize the signs that you, or someone else, is becoming angry
- Taking the best course of action to calm down the situation in a positive way Anger management does not mean suppressing anger.

### Importance of Anger Management

Anger is a perfectly normal human emotion. In fact, when managed the right way, anger can be considered a healthy emotion. However, if it is not kept in check, anger can make us act inappropriately and can lead to us saying or doing things that we will likely later regret.

### Extreme anger can:

- **Hurt you physically:** It leads to heart disease, diabetes, a weakened immune system, insomnia, and high blood pressure.
- **Hurt you mentally:** It can cloud your thinking and lead to stress, depression and mental health issues.



- Hurt your career: It can result in alienating your colleagues, bosses, clients and lead to the loss of respect.
- **Hurt your relationships:** It makes it hard for your family and friends to trust you, be honest with you and feel comfortable around you.

This is why anger management, or managing anger appropriately, is so important.

## Say

- Tell the participants about the Anger Management Strategies.

## Elaborate

Tell them – Here are some strategies that can help you control your anger:

Strategy 1: Relaxation

Strategy 2: Cognitive Restructuring

Strategy 3: Problem Solving

Strategy 4: Better Communication

Strategy 5: Changing Your Environment

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 261 and explain trainees' the concept.

## Say

- Tell the participants about the Stress Management. We say we are 'stressed' when we feel overloaded and unsure of our ability to deal with the pressures placed on us. Anything that challenges or threatens our well-being can be defined as a stress.

## Elaborate

Tell them – It is important to note that stress can be good and bad. While good stress keeps us going, negative stress undermines our mental and physical health. This is why it is so important to manage negative stress effectively.

### Causes of Stress

Stress can be caused by internal and external factors.

Internal causes of stress:

- Constant worry

- Rigid thinking
- Unrealistic expectations
- Pessimism
- Negative self-talk
- All in or all out attitude

External causes of stress:

- Major life changes
- Difficulties with relationships
- Having too much to do
- Difficulties at work or in school
- Financial difficulties
- Worrying about one’s children and/or family

**Say** 

- Tell the participants about the Symptoms of Stress.

**Elaborate** 

Tell them – Stress can manifest itself in numerous ways. Take a look at the cognitive, emotional, physical and behavioral symptoms of stress.

Cognitive Symptoms	Emotional Symptoms
<ul style="list-style-type: none"> <li>• Memory problems</li> <li>• Concentration issues</li> <li>• Lack of judgement</li> <li>• Pessimism</li> <li>• Anxiety</li> <li>• Constant worrying</li> </ul>	<ul style="list-style-type: none"> <li>• Depression</li> <li>• Agitation</li> <li>• Irritability</li> <li>• Loneliness</li> <li>• Anxiety</li> <li>• Anger</li> </ul>
Physical Symptoms	Behavioral Symptoms
<p>Aches and pain</p> <p>Diarrhea or constipation</p> <p>Nausea</p> <p>Dizziness</p> <p>Chest pain and/or rapid heartbeat</p> <p>Frequent cold or flu like feelings</p>	<p>Increase or decrease in appetite</p> <p>Over sleeping or not sleeping enough</p> <p>Withdrawing socially</p> <p>Ignoring responsibilities</p> <p>Consumption of alcohol or cigarettes</p> <p>Nervous habits like nail biting, pacing etc.</p>

## Do

Give participants Tips for managing Stress. The following tips can help you manage your stress better:

- Note down the different ways in which you can handle the various sources of your stress.
- Remember that you cannot control everything, but you can control how you respond.
- Discuss your feelings, opinions and beliefs rather than reacting angrily, defensively or passively.
- Practice relaxation techniques like meditation, yoga or tai chi when you start feeling stressed.
- Devote a part of your day towards exercise.
- Eat healthy foods like fruits and vegetables. Avoid unhealthy foods especially those containing large amounts of sugar.
- Plan your day so that you can manage your time better, with less stress.
- Say no to people and things when required.
- Schedule time to pursue your hobbies and interests.
- Ensure you get at least 7-8 hours of sleep.
- Reduce your caffeine intake.
- Increase the time spent with family and friends.

## Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

## Activity

- Divide the class into two equal groups.
- Tell the participants they have to give a presentation on Work Ethics and Innovation.
- Tell them they would be given a time of 20 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.

Skill Practice	Time	Resources
1. Presentation on work ethics and innovation	2 Hours	• Charts and markers

## UNIT 16.2: Digital Literacy: A Recap

### Unit Objectives

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

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

### 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 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 Digital Literacy.

### Say

- Tell the participants about the basic parts of a Computer.

## Elaborate

- **Central Processing Unit (CPU):** The brain of the computer. It interprets and carries out program instructions.
- **Hard Drive:** A device that stores large amounts of data.
- **Monitor:** The device that contains the computer screen where the information is visually displayed.
- **Desktop:** The first screen displayed after the operating system loads.
- **Background:** The image that fills the background of the desktop.
- **Mouse:** A hand-held device used to point to items on the monitor.
- **Speakers:** Devices that enable you to hear sound from the computer.
- **Printer:** A device that converts output from a computer into printed paper documents.
- **Icon:** A small picture or image that visually represents something on your computer.
- **Cursor:** An arrow which indicates where you are positioned on the screen.
- **Program Menu:** A list of programs on your computer that can be accessed from the Start menu.
- **Taskbar:** The horizontal bar at the bottom of the computer screen that lists applications that are currently in use.
- **Recycle Bin:** A temporary storage for deleted files.

## Do

Discuss with the participants about the basic internet terms.

- **The Internet:** A vast, international collection of computer networks that transfers information.
- **The World Wide Web:** A system that lets you access information on the Internet.
- **Website:** A location on the World Wide Web (and Internet) that contains information about a specific topic.
- **Homepage:** Provides information about a website and directs you to other pages on that website.
- **Link/Hyperlink:** A highlighted or underlined icon, graphic, or text that takes you to another file or object.
- **Web Address/URL:** The address for a website.
- **Address Box:** A box in the browser window where you can type in a web address.

## Say

- Tell the participants about the basic computer keys.
  - » Arrow Keys: Press these keys to move your cursor.
  - » Space bar: Adds a space.
  - » Enter/Return: Moves your cursor to a new line.
  - » Shift: Press this key if you want to type a capital letter or the upper symbol of a key.

- » Caps Lock: Press this key if you want all the letters you type to be capital letters. Press it again to revert back to typing lowercase letters.
- » Backspace: Deletes everything to the left of your cursor.
- Also tell the participants about the MS office and Email.

## Elaborate

Tell them – MS Office or Microsoft Office is a suite of computer programs developed by Microsoft. Although meant for all users, it offers different versions that cater specifically to students, home users and business users. All the programs are compatible with both, Windows and Macintosh.

### Most Popular Office Products

Some of the most popular and universally used MS Office applications are:

1. **Microsoft Word:** Allows users to type text and add images to a document.
2. **Microsoft Excel:** Allows users to enter data into a spreadsheet and create calculations and graphs.
3. **Microsoft PowerPoint:** Allows users to add text, pictures and media and create slideshows and presentations.
4. **Microsoft Outlook:** Allows users to send and receive email.
5. **Microsoft OneNote:** Allows users to make drawings and notes with the feel of a pen on paper.
6. **Microsoft Access:** Allows users to store data over many tables.

### Why Choose Microsoft Outlook

A popular email management choice especially in the workplace, Microsoft Outlook also includes an address book, notebook, web browser and calendar. Some major benefits of this program are:

- Integrated search function: You can use keywords to search for data across all Outlook programs.
- Enhanced security: Your email is safe from hackers, junk mail and phishing website email.
- Email syncing: Sync your mail with your calendar, contact list, notes in One Note and...your phone!
- Offline access to email: No Internet? No problem! Write emails offline and send them when you're connected again.

## Say

- Tell the participants about the E-Commerce. E-commerce is the buying or selling of goods and services, or the transmitting of money or data, electronically on the internet. E-Commerce is the short form for "electronic commerce."

## Elaborate

Tell them – Followings are the examples of E-Commerce:

- Online shopping Online auctions
- Online ticketing
- Electronic payments
- Internet banking

### Types of E-Commerce

E-commerce can be classified based on the types of participants in the transaction. The main types of e-commerce are:

- **Business to Business (B2B):** Both the transacting parties are businesses.
- **Business to Consumer (B2C):** Businesses sell electronically to end-consumers.
- **Consumer to Consumer (C2C):** Consumers come together to buy, sell or trade items to other consumers.
- **Consumer-to-Business (C2B):** Consumers make products or services available for purchase to companies looking for exactly those services or products.
- **Business-to-Administration (B2A):** Online transactions conducted between companies and public administration.
- **Consumer-to-Administration (C2A):** Online transactions conducted between individuals and public

The e-commerce business provides some benefits for retailers and customers.

### Benefits for retailers:

- Establishes an online presence
- Reduces operational costs by removing overhead costs
- Increases brand awareness through the use of good keywords
- Increases sales by removing geographical and time constraints

### Benefits for customers:

- Offers a wider range of choice than any physical store
- Enables goods and services to be purchased from remote locations
- Enables consumers to perform price comparisons

## Do

- Discuss with the participants about the Digital India Campaign. Prime Minister Narendra Modi launched the Digital India campaign in 2015, with the objective of offering every citizen of India access to digital services, knowledge and information. The campaign aims to improve the country's online infrastructure and increase internet connectivity, thus boosting the e-commerce industry.
- Currently, the majority of online transactions come from tier 2 and tier 3 cities. Once the Digital India campaign is in place, the government will deliver services through mobile connectivity, which will help deliver internet to remote corners of the country. This will help the e-commerce market to enter India's tier 4 towns and rural areas.

**E-Commerce Activity**

Choose a product or service that you want to sell online. Write a brief note explaining how you will use existing e-commerce platforms, or create a new e-commerce platform, to sell your product or service.

**Notes for Facilitation** 

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

**Activity** 

- Divide the class into two equal groups.
- Tell the participants they have to demonstrate the steps of opening a Bank account and on online banking.
- Tell them they would be given a time of 20 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.

Skill Practice	Time	Resources
1. Demonstrate the process of opening a bank account and how to use online banking	2 Hours	<ul style="list-style-type: none"> <li>• Charts and markers</li> </ul>



## UNIT 16.3: Money Matters

### Unit Objectives

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

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 transfers

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PCwith 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 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 Money Matters.

### Say

- Tell the participants about the Personal Finance. We all know that the future is unpredictable. You never know what will happen tomorrow, next week or next year. That's why saving money steadily through the years is so important.

## Elaborate

Tell them – Saving money will help improve your financial situation over time. But more importantly, knowing that you have money stashed away for an emergency will give you peace of mind. Saving money also opens the door to many more options and possibilities.

### Benefits of Saving

Inculcating the habit of saving leads to a vast number of benefits. Saving helps you:

- **Become financially independent:** When you have enough money saved up to feel secure you can start making your choices, from taking a vacation whenever you want, to switching careers or starting your own business.
- **Invest in yourself through education:** Through saving, you can earn enough to pay up for courses that will add to your professional experience and ultimately result in higher paying jobs.
- **Get out of debt:** Once you have saved enough as a reserve fund, you can use your savings to pay off debts like loans or bills that have accumulated over time.
- **Be prepared for surprise expenses:** Having money saved enables you to pay for unforeseen expenses like sudden car or house repairs, without feeling financially stressed.
- **Pay for emergencies:** Saving helps you deal with emergencies like sudden health issues or emergency trips without feeling financially burdened.
- **Afford large purchases and achieve major goals:** Saving diligently makes it possible to place down payments towards major purchases and goals, like buying a home or a car.
- **Retire:** The money you have saved over the years will keep you comfortable when you no longer have the income you would get from your job.

## Say

- Tell the participants about the Types of Bank Accounts.

## Elaborate

Tell them – In India, banks offer four main types of bank accounts. These are:

- Current Accounts
- Savings Accounts
- Recurring Deposit Accounts
- Fixed Deposit Accounts

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 270 and explain trainees' the concept.

## Say

- Tell the participants about Opening a Bank Accounts.

## Elaborate

Tell them – Opening a bank account is quite a simple process. Take a look at the steps to open an account of your own:

### Step 1: Fill in the Account Opening Form

This form requires you to provide the following information:

- Personal details (name, address, phone number, date of birth, gender, occupation, address)
- Method of receiving your account statement (hard copy/email)
- Details of your initial deposit (cash/cheque)
- Manner of operating your account (online/mobile banking/traditional via cheque, slip books) Ensure that you sign wherever required on the form.

### Step 2: Affix your Photograph

Stick a recent photograph of yourself in the allotted space on the form.

### Step 3: Provide your Know Your Customer (KYC) Details

KYC is a process that helps banks verify the identity and address of their customers. To open an account, every individual needs to submit certain approved documents with respect to photo identity (ID) and address proof. Some Officially Valid Documents (OVDs) are:

- Passport
- Driving License
- Voters' Identity Card
- PAN Card
- UIDAI (Aadhaar) Card

### Step 4: Submit All your Documents

Submit the completed Account Opening Form and KYC documents. Then wait until the forms are processed and your account has been opened!

## Say

- Tell the participants about Fixed and variable costs.

## Elaborate

Tell them – Fixed costs and variable costs together make up a company's total cost. These are the two types of costs that companies have to bear when producing goods and services. A fixed cost does not change with the volume of goods or services a company produces. It always remains the same. A variable cost, on the other hand, increases and decreases depending on the volume of goods and services produced. In other words, it varies with the amount produced.

### Differences between Fixed and Variable Costs

Let's take a look at some of the main differences between fixed and variable costs:

Criteria	Fixed Costs	Variable Costs
Meaning	A cost that stays the same, regardless of the output produced.	A cost that changes when the
Nature	Time related.	Volume related.
Incurred	Incurred irrespective of units being produced.	Incurred only when units are produced.
Unit cost	Inversely proportional to the number of units produced.	Remains the same, per unit.
Examples	Depreciation, rent, salary, insurance, tax etc.	Material consumed, wages, commission on sales, packing expenses, etc.

## Say

- Tell the participants about the investment, insurance and taxes.

## Elaborate

Tell them – Investment means that money is spent today with the aim of reaping financial gains at a future time. The main types of investment options are as follows:

- Bonds
- Stocks
- Small Savings
- Mutual Funds
- Fixed Deposits
- Real Estate
- Hedge Funds
- Private Equity
- Venture Capital

### Insurance

There are two types of insurance:

1. Life Insurance
2. Non-Life or General Insurance.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 272 and explain trainees' the concept.

### Say

- Tell the participants about the online banking, NEFT, RTGS etc.

### Elaborate

Tell them – Internet or online banking allows account holders to access their account from a laptop at any location. In this way, instructions can be issued. To access an account, account holders simply need to use their unique customer ID number and password.

**Internet banking can be used to:**

- Find out an account balance
- Transfer amounts from one account to another
- Arrange for the issuance of cheques
- Instruct payments to be made
- Request for a cheque book
- Request for a statement of accounts
- Make a fixed deposit

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 275 and explain trainees' the concept.

### Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

## UNIT 16.4: Preparing for Employment & Self Employment

### Unit Objectives

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

1. Discuss the steps 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. Discuss basic workplace terminology

### 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 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 Employment and Self Employment.

### Say

- Tell the participants about the Interview Preparation. The success of your getting the job that you want depends largely on how well your interview for that job goes. Therefore, before you go in for your interview, it is important that you prepare for it with a fair amount of research and planning.

## Elaborate

Tell them – Take a look at the steps to follow in order to be well prepared for an interview:

- Research the organization that you are having the interview with.
- Think about whether your skills and qualifications match the job requirements.
- Go through the most typical interview questions asked, and prepare your responses.
- Plan your attire for the interview.
- Ensure that you have packed everything that you may require during the interview.
- Remember the importance of non-verbal communication.
- Make a list of questions to end the interview with.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 278 and explain trainees' the concept.

## Say

- Tell the participants how to prepare an effective resume. A resume is a formal document that lists a candidate's work experience, education and skills. A good resume gives a potential employer enough information to believe the applicant is worth interviewing. That's why it is so important to create a résumé that is effective.

## Elaborate

Tell them – Take a look at the steps to create an effective resume:

**Step 1: Write the Address Section**

**Step 2: Add the Profile Summary Section**

**Step 3: Include Your Educational Qualifications**

**Step 4: List Your Technical Skills**

**Step 5: Insert Your Academic Project Experience**

**Step 6: List Your Strengths**

**Step 7: List Your Extracurricular Activities**

**Step 8: Write Your Personal Details**

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 280 and explain trainees' the concept.

## Say

- Tell the participants about the interview FAQs.

## Elaborate

Tell them – Take a look at some of the most frequently asked interview questions, and some helpful tips on how to answer them.

### Can you tell me a little about yourself?

Tips to answer:

- Don't provide your full employment or personal history.
- Offer 2-3 specific experiences that you feel are most valuable and relevant.
- Conclude with how those experiences have made you perfect for this specific role.

### How did you hear about the position?

Tips to answer:

- Tell the interviewer how you heard about the job – whether it was through a friend (name the friend), event or article (name them) or a job portal (say which one).
- Explain what excites you about the position and what in particular caught your eye about this role.

### What do you know about the company?

Tips to answer:

- Don't recite the company's About Us page.
- Show that you understand and care about the company's goals.
- Explain why you believe in the company's mission and values.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 282 and explain trainees' the concept.

## Say

- Tell the participants about the work readiness.

## Elaborate

Tell them – Every employee should be well versed in the following terms:

- **Annual leave:** Paid vacation leave given by employers to employees.
- **Background Check:** A method used by employers to verify the accuracy of the information provided by potential candidates.
- **Benefits:** A part of an employee's compensation package.
- **Breaks:** Short periods of rest taken by employees during working hours.
- **Compensation Package:** The combination of salary and benefits that an employer provides to his/her employees.



- **Compensatory Time (Comp Time):** Time off in lieu of pay.
- **Contract Employee:** An employee who works for one organization that sells said employee's services to another company, either on a project or time basis.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 284 and explain trainees' the concept.

## Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

## UNIT 16.5: Understand Entrepreneurship

### Unit Objectives

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

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. Understand 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 government's role in the entrepreneurship ecosystem
26. Discuss the current entrepreneurship ecosystem in India
27. Understand the purpose of the Make in India campaign
28. Discuss the relationship between entrepreneurship and risk appetite
29. Discuss the relationship between entrepreneurship and resilience
30. Describe the characteristics of a resilient entrepreneur
31. Discuss how to deal with failure

## 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 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 Entrepreneurship.

## Say

- Tell the participants about the Entrepreneurship. Anyone who is determined to start a business, no matter what the risk, is an entrepreneur. Entrepreneurs run their own start-up, take responsibility for the financial risks and use creativity, innovation and vast reserves of self-motivation to achieve success.
- Tell the participants about the importance and characteristics of Entrepreneurship.

## Elaborate

Tell them – Entrepreneurship is very important for the following reasons:

- It results in the creation of new organizations
- It brings creativity into the marketplace
- It leads to improved standards of living
- It helps develop the economy of a country

### **Characteristics of Entrepreneurs**

All successful entrepreneurs have certain characteristics in common.

They are all:

- Extremely passionate about their work
- Confident in themselves
- Disciplined and dedicated

- Motivated and driven
- Highly creative
- Visionaries
- Open-minded
- Decisive

**Entrepreneurs also have a tendency to:**

- Have a high risk tolerance
- Thoroughly plan everything
- Manage their money wisely
- Make their customers their priority
- Understand their offering and their market in detail
- Ask for advice from experts when required
- Know when to cut their losses

**Say** 

- Tell the participants about the types of enterprises.

**Elaborate** 

Tell them – As an entrepreneur in India, you can own and run any of the following types of enterprises:

**Sole Proprietorship**

In a sole proprietorship, a single individual owns, manages and controls the enterprise. This type of business is the easiest to form with respect to legal formalities. The business and the owner have no separate legal existence. All profit belongs to the proprietor, as do all the losses- the liability of the entrepreneur is unlimited.

**Partnership**

A partnership firm is formed by two or more people. The owners of the enterprise are called partners. A partnership deed must be signed by all the partners. The firm and its partners have no separate legal existence. The profits are shared by the partners. With respect to losses, the liability of the partners is unlimited. A firm has a limited life span and must be dissolved when any one of the partners dies, retires, claims bankruptcy or goes insane.

**Limited Liability Partnership (LLP)**

In a Limited Liability Partnership or LLP, the partners of the firm enjoy perpetual existence as well as the advantage of limited liability. Each partner's liability is limited to their agreed contribution to the LLP. The partnership and its partners have a separate legal existence.

## Say

- Tell the participants about the Leadership and team Work. Leadership means setting an example for others to follow. Setting a good example means not asking someone to do something that you wouldn't willingly want to do yourself. Leadership is about figuring out what to do in order to win as a team, and as a company. Leaders believe in doing the right things.
- Also tell the participants about the Leadership qualities that all entrepreneurs needs.

## Elaborate

Tell them – Building a successful enterprise is only possible if the entrepreneur in charge possesses excellent leadership qualities. Some critical leadership skills that every entrepreneur must have are:

- **Pragmatism:** This means having the ability to highlight all obstacles and challenges, in order to resolve issues and reduce risks.
- **Humility:** This means admitting to mistakes often and early, and being quick to take responsibility for your actions. Mistakes should be viewed as challenges to overcome, not opportunities to point blame.
- **Flexibility:** It is critical for a good leader to be very flexible and quickly adapt to change. It is equally critical to know when to adapt and when not to.
- **Authenticity:** This means showing both, your strengths and your weaknesses. It means being human and showing others that you are human.
- **Reinvention:** This means refreshing or changing your leadership style when necessary. To do this, it's important to learn where your leadership gaps lie and find out what resources are required to close them.
- **Awareness:** This means taking the time to recognize how others view you. It means understanding how your presence affects those around you.

## Say

- Tell the participants about the benefits of effective Leadership. Effective leadership results in numerous benefits. Great leadership leads to the leader successfully:
  - » Gaining the loyalty and commitment of the team members
  - » Motivating the team to work towards achieving the company's goals and objectives
  - » Building morale and instilling confidence in the team members
  - » Fostering mutual understanding and team-spirit among team members
  - » Convincing team members about the need to change when a situation requires adaptability
- Discuss with the participants about the teamwork and teams. Teamwork occurs when the people in a workplace combine their individual skills to pursue a common goal. Effective teams are made up of individuals who work together to achieve this common goal. A great team is one who holds themselves accountable for the end result.
- Also tell the participants about the importance of team work in entrepreneurial success.

## Elaborate

Tell them – For an entrepreneurial leader, building an effective team is critical to the success of a venture. An entrepreneur must ensure that the team he builds possesses certain crucial qualities, traits and characteristics. An effective team is one which has:

- **Unity of purpose:** All the team members should clearly understand and be equally committed to the purpose, vision and goals of the team.
- **Great communication skills:** Team members should have the ability to express their concerns, ask questions and use diagrams, and charts to convey complex information.
- **The ability to collaborate:** Every member should feel entitled to provide regular feedback on new ideas.
- **Initiative:** The team should consist of proactive individuals. The members should have the enthusiasm to come up with new ideas, improve existing ideas, and conduct their own research.
- **Visionary members:** The team should have the ability to anticipate problems and act on these potential problem before they turn into real problems.
- **Great adaptability skills:** The team must believe that change is a positive force. Change should be seen as the chance to improve and try new things.
- **Excellent organizational skills:** The team should have the ability to develop standard work processes, balance responsibilities, properly plan projects, and set in place methods to measure progress and ROI.

## Say

- Tell the participants about the communication skills. Listening is the ability to correctly receive and understand messages during the process of communication. Listening is critical for effective communication. Without effective listening skills, messages can easily be misunderstood. This results in a communication breakdown and can lead to the sender and the receiver of the message becoming frustrated or irritated.
- Also tell the participants how to listen effectively.

## Elaborate

Tell them – To listen effectively you should:

- Stop talking
- Stop interrupting
- Focus completely on what is being said
- Nod and use encouraging words and gestures
- Be open-minded
- Think about the speaker's perspective
- Be very, very patient

- Pay attention to the tone that is being used
- Pay attention to the speaker's gestures, facial expressions and eye movements
- Not try and rush the person
- Not let the speaker's mannerisms or habits irritate or distract you

### How to Listen Effectively

How successfully a message gets conveyed depends entirely on how effectively you are able to get it through. An effective speaker is one who enunciates properly, pronounces words correctly, chooses the right words and speaks at a pace that is easily understandable. Besides this, the words spoken out loud need to match the gestures, tone and body language used.

What you say, and the tone in which you say it, results in numerous perceptions being formed. A person who speaks hesitantly may be perceived as having low self-esteem or lacking in knowledge of the discussed topic. Those with a quiet voice may very well be labelled as shy. And those who speak in commanding tones with high levels of clarity, are usually considered to be extremely confident. This makes speaking a very critical communication skill.

### Say

- Tell the participants how to speak effectively.

### Elaborate

Tell them – To speak effectively you should:

- Incorporate body language in your speech like eye contact, smiling, nodding, gesturing etc.
- Build a draft of your speech before actually making your speech.
- Ensure that all your emotions and feelings are under control.
- Pronounce your words distinctly with the correct pitch and intensity. Your speech should be crystal clear at all times.
- Use a pleasant and natural tone when speaking. Your audience should not feel like you are putting on an accent or being unnatural in any way.
- Use precise and specific words to drive your message home. Ambiguity should be avoided at all costs.
- Ensure that your speech has a logical flow.
- Be brief. Don't add any unnecessary information.
- Make a conscious effort to avoid irritating mannerisms like fidgeting, twitching etc.
- Choose your words carefully and use simple words that the majority of the audience will have no difficulty understanding.
- Use visual aids like slides or a whiteboard.

- Speak slowly so that your audience can easily understand what you're saying. However, be careful not to speak too slowly because this can come across as stiff, unprepared or even condescending.
- Remember to pause at the right moments

## Say

Tell the participants about the problem solving and negotiation skills. As per The Concise Oxford Dictionary (1995), a problem is, "A doubtful or difficult matter requiring a solution". All problems contain two elements:

- Goals
- Obstacles

The aim of problem solving is to recognize the obstacles and remove them in order to achieve the goals

- Also tell the participants how to solve the problems.

## Elaborate

Tell them – Solving a problem requires a level of rational thinking. Here are some logical steps to follow when faced with an issue:

- **Step 1:** Identify the problem
- **Step 2:** Study the problem in detail
- **Step 3:** List all possible solutions
- **Step 4:** Select the best solution
- **Step 5:** Implement the chosen solution
- **Step 6:** Check that the problem has really been solved

## Do

Discuss with the participants about the important traits for problem solving. Highly developed problem solving skills are critical for both, business owners and their employees. The following personality traits play a big role in how effectively problems are solved:

- Being open minded
- Asking the right questions
- Being proactive
- Not panicking



- Having a positive attitude
- Focusing on the right problem

## Say

- Tell the participants about the negotiation. Negotiation is a method used to settle differences. The aim of negotiation is to resolve differences through a compromise or agreement while avoiding disputes. Without negotiation, conflicts are likely to lead to resentment between people.

## Elaborate

Tell them – Good negotiation skills help satisfy both parties and go a long way towards developing strong relationships.

### Why Negotiate

Starting a business requires many, many negotiations. Some negotiations are small while others are critical enough to make or break a startup. Negotiation also plays a big role inside the workplace. As an entrepreneur, you need to know not only how to negotiate yourself, but also how to train employees in the art of negotiation.

### How to Negotiate

Take a look at some steps to help you negotiate:

- **Step 1:** Pre-Negotiation Preparation: Agree on where to meet to discuss the problem, decide who all will be present and set a time limit for the discussion.
- **Step 2:** Discuss the Problem: This involves asking questions, listening to the other side, putting your views forward and clarifying doubts.
- **Step 3:** Clarify the Objective: Ensure that both parties want to solve the same problem and reach the same goal.
- **Step 4:** Aim for a Win-Win Outcome: Try your best to be open minded when negotiating. Compromise and offer alternate solutions to reach an outcome where both parties win.
- **Step 5:** Clearly Define the Agreement: When an agreement has been reached, the details of the agreement should be crystal clear to both sides, with no scope for misunderstandings.
- **Step 6:** Implement the Agreed Upon Solution: Agree on a course of action to set the solution in motion.

## Say

- Now tell the participants about the Business opportunities Identification.

## Elaborate

Tell them – The ability to identify business opportunities is an essential characteristic of an entrepreneur.

### What is an Opportunity?

The word opportunity suggests a good chance or a favourable situation to do something offered by circumstances.

A business opportunity means a good or favourable change available to run a specific business in a given environment, at a given point of time.

### Common Questions Faced by Entrepreneurs

A critical question that all entrepreneurs face is how to go about finding the business opportunity that is right for them.

Some common questions that entrepreneurs constantly think about are:

- Should the new enterprise introduce a new product or service based on an unmet need?
- Should the new enterprise select an existing product or service from one market and offer it in another where it may not be available?
- Should the enterprise be based on a tried and tested formula that has worked elsewhere?

It is therefore extremely important that entrepreneurs must learn how to identify new and existing business opportunities and evaluate their chances of success.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 295 and explain trainees' the concept.

## Say

- Now tell the participants about the Entrepreneurship Support eco-system.

## Elaborate

Tell them – An entrepreneur is a person who

- Does not work for an employee
- Runs a small enterprise
- Assumes all the risks and rewards of the enterprise, idea, good or service

### Types of Entrepreneurs

There are four main types of entrepreneurs:

- The Traditional Entrepreneur
- The Growth Potential Entrepreneur
- The Project-Oriented Entrepreneur

- The Lifestyle Entrepreneur

### Characteristics of an Entrepreneur

- Successful entrepreneurs have the following characteristics
- They are highly motivated
- They are creative and persuasive
- They are mentally prepared to handle each and every task
- They have excellent business skills – they know how to evaluate their cash flow, sales and revenue
- They are willing to take great risks
- They are very proactive – this means they are willing to do the work themselves, rather than wait for someone else to do it
- They have a vision – they are able to see the big picture
- They are flexible and open-minded
- They are good at making decisions

## Do

Discuss with the participants about the Entrepreneur Success Stories.

### Dhiru Bhai Ambani

*Dhirubhai Ambani began his entrepreneurial career by selling “bhajias” to pilgrims in Mount Girnar on weekends. At 16, he moved to Yemen where he worked as a gas-station attendant, and as a clerk in an oil company. He returned to India with Rs. 50,000 and started a textile trading company. Reliance went on to become the first Indian company to raise money in global markets and the first Indian company to feature in Forbes 500 list.*

### Dr. Karsanbhai Patel

*Karsanbhai Patel made detergent powder in the backyard of his house. He sold his product door-to-door and offered a money back guarantee with every pack that was sold. He charged Rs. 3 per kg when the cheapest detergent at that time was Rs.13 per kg. Dr. Patel eventually started Nirma which became a whole new segment in the Indian domestic detergent market.*

## Say

- Now tell the participants about the Entrepreneurial Process.

## Elaborate

Tell them – Let's take a look at the stages of the entrepreneurial process.

- **Stage 1:** Idea Generation. The entrepreneurial process begins with an idea that has been thought of by the entrepreneur. The idea is a problem that has the potential to be solved.
- **Stage 2:** Germination or Recognition. In this stage a possible solution to the identified problem is thought of.
- **Stage 3:** Preparation or Rationalization. The problem is studied further and research is done to find out how others have tried to solve the same problem.
- **Stage 4:** Incubation or Fantasizing. This stage involves creative thinking for the purpose of coming up with more ideas. Less thought is given to the problem areas.
- **Stage 5:** Feasibility Study: The next step is the creation of a feasibility study to determine if the idea will make a profit and if it should be seen through.
- **Stage 6:** Illumination or Realization. This is when all uncertain areas suddenly become clear. The entrepreneur feels confident that his idea has merit.
- **Stage 7:** Verification or Validation. In this final stage, the idea is verified to see if it works and if it is useful.

Take a look at the diagram below to get a better idea of this process.

## Say

- Now tell the participants about the Entrepreneur. The entrepreneurship support ecosystem signifies the collective and complete nature of entrepreneurship. New companies emerge and flourish not only because of the courageous, visionary entrepreneurs who launch them, but they thrive as they are set in an environment or 'ecosystem' made of private and public participants.

## Elaborate

Tell them – These players nurture and sustain the new ventures, facilitating the entrepreneurs' efforts.

**An entrepreneurship ecosystem comprises of the following six domains:**

- **Favourable Culture:** This includes elements such as tolerance of risk and errors, valuable networking and positive social standing of the entrepreneur.
- **Facilitating Policies & Leadership:** This includes regulatory framework incentives and existence of public research institutes.
- **Financing Options:** Angel financing, venture capitalists and micro loans would be good examples of this.
- **Human Capital:** This refers to trained and untrained labour, entrepreneurs and entrepreneurship training programmes, etc.
- **Conducive Markets for Products & Services:** This refers to an existence or scope of existence of a market for the product/service.

- **Institutional & Infrastructural Support:** This includes legal and financing advisers, telecommunications, digital and transportation infrastructure, and entrepreneurship networking programmes.

These domains indicate whether there is a strong entrepreneurship support ecosystem and what actions should the government put in place to further encourage this ecosystem. The six domains and their various elements have been graphically depicted.

Every entrepreneurship support ecosystem is unique and all the elements of the ecosystem are interdependent. Although every region's entrepreneurship ecosystem can be broadly described by the above features, each ecosystem is the result of the hundred elements interacting in highly complex and particular ways.

Entrepreneurship ecosystems eventually become (largely) self-sustaining. When the six domains are resilient enough, they are mutually beneficial. At this point, government involvement can and should be significantly minimized. Public leaders do not need to invest a lot to sustain the ecosystem. It is imperative that the entrepreneurship ecosystem incentives are formulated to be self-liquidating, hence focusing on sustainability of the environment.

## Say

- Now tell the participants about the Government's role in the Entrepreneurship Ecosystem. Encouraging new ventures is a major focus for policymakers. Governments across the world are recognizing that new businesses flourish in distinctive types of supportive environments.

## Elaborate

Tell them – Policymakers should study the scenario and take into account the following points whilst they formulate policies and regulations that enable successful entrepreneurship support ecosystems.

- Policymakers should avoid regulations that discourage new entrants and work towards building efficient methods for business startups. Policies and regulations that favour existing, dominant firms over entrepreneurial ventures restrict competition and obstruct entry for new companies.
- Instead of developing policies conceptually intended to correct market failures, policymakers should interact with entrepreneurs and understand the challenges faced by them. The feedback should be used to develop policies that incite idea exploration, product development and increased rates of deal flow.
- Entrepreneurial supporters should create a database that enables identifying who the participants in the ecosystem are and how they are connected. These ecosystem maps are useful tools in developing engagement strategies.
- Disruptions are unavoidable in economic and social life. However, it's important to note that economic disruption gives rise to entrepreneurial opportunities. Architects of the entrepreneurship ecosystems (entrepreneurs, mentors, policymakers and consumers,) should anticipate these dips, thus capitalizing on the opportunities they create.

The need for effective strategies to enable local entrepreneurship support ecosystems is a practical one. Better understanding of the actual ecosystems provides a framework within which policy makers can ask relevant questions, envisage more efficient approaches, and assess ensuing outcomes.

## Say

- Now tell the participants about the Snapshot of the Entrepreneurship Ecosystem in India. Entrepreneurship has earned a newfound respect in India. Many Indians, with exposure to the world of business, who traditionally would have opted for a job, are setting up their own ventures. Many elements of the entrepreneurship ecosystem are beginning to come together. For example, increase in venture capitalists, government schemes and incubators, academia industry linkages, and emerging clusters and support to rural economy.

## Elaborate

Tell them – Policymakers should study the scenario and take into account the following points whilst they formulate policies and regulations that enable successful entrepreneurship support ecosystems.

- We need to review our attitude towards failures and accept them as learning experiences.
- We must encourage the educated to become entrepreneurs and provide students in schools and colleges with entrepreneurship skills.
- Universities, research labs and the government need to play the role of enablers in the entrepreneurship support ecosystem.
- Policymakers need to focus on reducing the obstacles such as corruption, red tape and bureaucracy.
- We need to improve our legal systems and court international venture capital firms and bring them to India.
- We must devise policies and methods to reach the secondary and tertiary towns in India, where people do not have access to the same resources available in the cities.

Today, there is a huge opportunity in this country to introduce innovative solutions that are capable of scaling up, and collaborating within the ecosystem as well as enriching it.

## Say

- Now tell the participants about the Make in India Campaign.

## Elaborate

Tell them – Every entrepreneur has certain needs. Some of their important needs are:

- To easily get loans
- To easily find investors
- To get tax exemptions
- To easily access resources and good infrastructure
- To enjoy a procedure that is free of hassles and is quick

- To be able to easily partner with other firms

The Make in India campaign, launched by Prime Minister Modi aims to satisfy all these needs of young, aspiring entrepreneurs. Its objective is to:

- Make investment easy
- Support new ideas
- Enhance skill development
- Safeguard the ideas of entrepreneurs
- Create state-of-the-art facilities for manufacturing goods

## Say

- Now tell the participants about the Risk Appetite and Resilience.

## Elaborate

### Entrepreneurship and Risk

Entrepreneurs are inherently risk takers. They are path-makers not path-takers. Unlike a normal, cautious person, an entrepreneur would not think twice about quitting his job (his sole income) and taking a risk on himself and his idea.

An entrepreneur is aware that while pursuing his dreams, assumptions can be proven wrong and unforeseen events may arise. He knows that after dealing with numerous problems, success is still not guaranteed. Entrepreneurship is synonymous with the ability to take risks. This ability, called risk-appetite, is an entrepreneurial trait that is partly genetic and partly acquired.

### What is Risk Appetite?

Risk appetite is defined as the extent to which a company is equipped to take risk, in order to achieve its objectives. Essentially, it refers to the balance, struck by the company, between possible profits and the hazards caused by changes in the environment (economic ecosystem, policies, etc.). Taking on more risk may lead to higher rewards but have a high probability of losses as well. However, being too conservative may go against the company as it can miss out on good opportunities to grow and reach their objectives.

The levels of risk appetite can be broadly categorized as “low”, “medium” and “high.” The company’s entrepreneur(s) have to evaluate all potential alternatives and select the option most likely to succeed. Companies have varying levels of risk appetites for different objectives. The levels depend on:

- The type of industry
- Market pressures
- Company objectives

For example, a startup with a revolutionary concept will have a very high risk appetite. The startup can afford short term failures before it achieves longer term success. This type of appetite will not remain constant and will be adjusted to account for the present circumstances of the company.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 303 and explain trainees' the concept.

## Say

- Now tell the participants about the Success and Failures. Understanding Successes and Failures in Entrepreneurship.

## Elaborate

Tell them – Shyam is a famous entrepreneur, known for his success story. But what most people don't know, is that Shyam failed numerous times before his enterprise became a success. Read his interview to get an idea of what entrepreneurship is really about, straight from an entrepreneur who has both, failed and succeed

**Interviewer:** Shyam, I have heard that entrepreneurs are great risk-takers who are never afraid of failing. Is this true?

**Shyam:** Ha ha, no of course it's not true! Most people believe that entrepreneurs need to be fearlessly enthusiastic. But the truth is, fear is a very normal and valid human reaction, especially when you are planning to start your own business! In fact, my biggest fear was the fear of failing. The reality is, entrepreneurs fail as much as they succeed. The trick is to not allow the fear of failing to stop you from going ahead with your plans. Remember, failures are lessons for future success!

**Interviewer:** What, according to you, is the reason that entrepreneurs fail?

**Shyam:** Well, there is no one single reason why entrepreneurs fail. An entrepreneur can fail due to numerous reasons. You could fail because you have allowed your fear of failure to defeat you. You could fail because you are unwilling to delegate (distribute) work. As the saying goes, "You can do anything, but not everything!" You could fail because you gave up too easily – maybe you were not persistent enough. You could fail because you were focusing your energy on small, insignificant tasks and ignoring the tasks that were most important. Other reasons for failing are partnering with the wrong people, not being able to sell your product to the right customers at the right time at the right price... and many more reasons!

**Interviewer:** As an entrepreneur, how do you feel failure should be looked at?

**Shyam:** I believe we should all look at failure as an asset, rather than as something negative. The way I see it, if you have an idea, you should try to make it work, even if there is a chance that you will fail. That's because not trying is failure right there, anyway! And failure is not the worst thing that can happen. I think having regrets because of not trying, and wondering 'what if' is far worse than trying and actually failing.

**Interviewer:** How did you feel when you failed for the first time?

**Shyam:** I was completely heartbroken! It was a very painful experience. But the good news is, you do recover from the failure. And with every subsequent failure, the recovery process gets a lot easier. That's because you start to see each failure more as a lesson that will eventually help you succeed, rather than as an obstacle that you cannot overcome. You will start to realize that failure has many benefits.

**Interviewer:** Can you tell us about some of the benefits of failing?

**Shyam:** One of the benefits that I have experienced personally from failing is that the failure made me see things in a new light. It gave me answers that I didn't have before. Failure can make you a lot stronger. It also helps keep your ego in control.



**Interviewer:** What advice would you give entrepreneurs who are about to start their own enterprises?

**Shyam:** I would tell them to do their research and ensure that their product is something that is actually wanted by customers. I'd tell them to pick their partners and employees very wisely and cautiously. I'd tell them that it's very important to be aggressive – push and market your product as aggressively as possible. I would warn them that starting an enterprise is very expensive and that they should be prepared for a situation where they run out of money.

I would tell them to create long term goals and put a plan in action to achieve that goal. I would tell them to build a product that is truly unique. Be very careful and ensure that you are not copying another startup. Lastly, I'd tell them that it's very important that they find the right investors.

**Interviewer:** That's some really helpful advice, Shyam! I'm sure this will help all entrepreneurs to be more prepared before they begin their journey! Thank you for all your insight!

## Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

## UNIT 16.6: Preparing to be an Entrepreneur

### Unit Objectives

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

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. Understand 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 your own enterprise
16. List important questions that every entrepreneur should ask before starting an enterprise

### 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 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 Preparing to be an Entrepreneur.

## Say

- Tell the participants about the market study.

## Elaborate

### Understanding Market Research

Market research is the process of gathering, analyzing and interpreting market information on a product or service that is being sold in that market. It also includes information on:

- Past, present and prospective customers
- Customer characteristics and spending habits
- The location and needs of the target market
- The overall industry
- Relevant competitors

### Market research involves two types of data:

- **Primary information.** This is research collected by yourself or by someone hired by you.
- **Secondary information.** This is research that already exists and is out there for you to find and use.

### Primary research

Primary research can be of two types:

- **Exploratory:** This is open-ended and usually involves detailed, unstructured interviews.
- **Specific:** This is precise and involves structured, formal interviews. Conducting specific research is the more expensive than conducting exploratory research.

### Secondary research

Secondary research uses outside information. Some common secondary sources are:

- **Public sources:** These are usually free and have a lot of good information. Examples are government departments, business departments of public libraries etc.
- **Commercial sources:** These offer valuable information but usually require a fee to be paid. Examples are research and trade associations, banks and other financial institutions etc.
- **Educational institutions:** These offer a wealth of information. Examples are colleges, universities, technical.

## Say

- Tell the participants about the 4 Ps of marketing.

## Elaborate

Tell them –The 4 Ps of marketing are:

- Product,
- Price,
- Promotion and
- Place.

Let's look at each of these 4 Ps in detail.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 307 and explain trainees' the concept.

## Say

- Tell the participants about the Business entity concepts. If your aim is to start and run a business, it is crucial that you have a good understanding of basic business terms.

## Elaborate

Tell them – Every entrepreneur should be well versed in the following terms:

- Accounting: A systematic method of recording and reporting financial transactions.
- Accounts payable: Money owed by a company to its creditors.
- Accounts Receivable: The amount a company is owed by its clients.
- Assets: The value of everything a company owns and uses to conduct its business.
- Balance Sheet: A snapshot of a company's assets, liabilities and owner's equity at a given moment.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 309 and explain trainees' the concept.

## Say

- Tell the participants about the CRM. CRM stands for Customer Relationship Management. Originally the expression Customer Relationship Management meant managing one's relationship with customers. However, today it refers to IT systems and software designed to help companies manage their relationships.

## Elaborate

### The Need for CRM

The better a company can manage its relationships with its customers, the higher the chances of the company's success. For any entrepreneur, the ability to successfully retain existing customers and expand the enterprise is paramount. This is why IT systems that focus on addressing the problems of dealing with customers on a daily basis are becoming more and more in demand.

Customer needs change over time, and technology can make it easier to understand what customers really want. This insight helps companies to be more responsive to the needs of their customers. It enables them to modify their business operations when required, so that their customers are always served in the best manner possible. Simply put, CRM helps companies recognize the value of their clients and enables them to capitalize on improved customer relations.

### Benefits of CRM

CRM has a number of important benefits:

- It helps improve relations with existing customers which can lead to:
- Increased sales
- Identification of customer needs
- Cross-selling of products
- It results in better marketing of one's products or services
- It enhances customer satisfaction and retention
- It improves profitability by identifying and focusing on the most profitable customers

## Say

- Tell the participants about the Networking. In business, networking means leveraging your business and personal connections in order to bring in a regular supply of new business. This marketing method is effective as well as low cost. It is a great way to develop sales opportunities and contacts.

## Elaborate

Tell them – Networking can be based on referrals and introductions, or can take place via phone, email, and social and business networking websites.

### The Need for Networking

Networking is an essential personal skill for business people, but it is even more important for entrepreneurs. The process of networking has its roots in relationship building. Networking results in greater communication and a stronger presence in the entrepreneurial ecosystem. This helps build strong relationships with other entrepreneurs.

Business networking events held across the globe play a huge role in connecting like-minded entrepreneurs who share the same fundamental beliefs in communication, exchanging ideas and converting ideas into realities. Such networking events also play a crucial role in connecting entrepreneurs with potential investors. Entrepreneurs

may have vastly different experiences and backgrounds but they all have a common goal in mind – they all seek connection, inspiration, advice, opportunities and mentors. Networking offers them a platform to do just that.

#### Benefits of Networking

Networking offers numerous benefits for entrepreneurs. Some of the major benefits are:

- Getting high quality leads
- Increased business opportunities
- Good source of relevant connections
- Advice from like-minded entrepreneurs
- Gaining visibility and raising your profile
- Meeting positive and enthusiastic people
- Increased self-confidence
- Satisfaction from helping others
- Building strong and lasting friendships

### Say

- Tell the participants about the Business Plans. Setting goals is important because it gives you long-term vision and short-term motivation. Goals can be short term, medium term and long term.

### Elaborate

Tell them – Short-Term Goals

- These are specific goals for the immediate future. Example: Repairing a machine that has failed. Medium-Term Goals
- These goals are built on your short term goals.
- They do not need to be as specific as your short term goals.

Example: Arranging for a service contract to ensure that your machines don't fail again.

Long-Term Goals

These goals require time and planning. They usually take a year or more to achieve.

Example: Planning your expenses so you can buy new machinery

#### Why Create a Business Plan

A business plan is a tool for understanding how your business is put together. It can be used to monitor progress, foster accountability and control the fate of the business. It usually offers a 3-5 year projection and outlines the plan that the company intends to follow to grow its revenues. A business plan is also a very important tool for getting the interest of key employees or future investors. A business plan typically comprises of eight elements.

## Say

- Tell the participants about the Elements of a Business Plans. The executive summary follows the title page. The summary should clearly state your desires as the business owner in a short and businesslike way. It is an overview of your business and your plans. Ideally this should not be more than 1-2 pages.

## Elaborate

Tell them – Your Executive Summary should include:

- The Mission Statement: Explain what your business is all about.
- Example: Nike’s Mission Statement
- Nike’s mission statement is “To bring inspiration and innovation to every athlete in the world.”
- Company Information: Provide information like when your business was formed, the names and roles of the founders, the number of employees, your business location(s) etc.
- Growth Highlights: Mention examples of company growth. Use graphs and charts where possible.
- Your Products/Services: Describe the products or services provided.
- Financial Information: Provide details on current bank and investors.
- Summarize future plans: Describe where you see your business in the future.

**Trainer’s Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 302 and explain trainees' the concept.

## Say

- Tell the participants what Information Should Entrepreneurs Offer Banks for Funding. When approaching a bank, entrepreneurs must have a clear idea of the different criteria that banks use to screen, rate and process loan applications. Entrepreneurs must also be aware of the importance of providing banks with accurate and correct information.

## Elaborate

Tell them – It is now easier than ever for financial institutions to track any default behaviour of loan applicants. Entrepreneurs looking for funding from banks must provide banks with information relating to their general credentials, financial situation and guarantees or collaterals that can be offered.

### General Credentials

This is where you, as an entrepreneur, provide the bank with background information on yourself. Such information includes:

- **Letter(s) of Introduction:** This letter should be written by a respected business person who knows you well enough to introduce you. The aim of this letter is set across your achievements and vouch for your character and integrity.

- **Your Profile:** This is basically your resume. You need to give the bank a good idea of your educational achievements, professional training, qualifications, employment record and achievements.
- **Business Brochure:** A business brochure typically provides information on company products, clients, how long the business has been running for etc.
- **Bank and Other References:** If you have an account with another bank, providing those bank references is a good idea.
- **Proof of Company Ownership or Registration:** In some cases, you may need to provide the bank with proof of company ownership and registration. A list of assets and liabilities may also be required.

### Financial Situation

Banks will expect current financial information on your enterprise. The standard financial reports you should be prepared with are:

- Balance Sheet
- Profit-and-Loss Account
- Cash-Flow Statement
- Projected Sales and Revenues
- Business Plan
- Feasibility Study

### Guarantees or Collaterals

Usually banks will refuse to grant you a loan without security. You can offer assets which the bank can seize and sell off if you do not repay the loan. Fixed assets like machinery, equipment, vehicles etc. are also considered to be security for loans.

## Say

- Tell the participants about the landing criteria of banks.

## Elaborate

Tell them – Your request for funding will have a higher chance of success if you can satisfy the following lending criteria:

- Good cash flow
- Adequate shareholders' funds
- Adequate security
- Experience in business
- Good reputation

### The Procedure

To apply for funding the following procedure will need to be followed.



- Submit your application form and all other required documents to the bank.
- The bank will carefully assess your credit worthiness and assign ratings by analyzing your business information with respect to parameters like management, financial, operational and industry information as well as past loan performance.
- The bank will make a decision as to whether or not you should be given funding.

### Say

- Tell the participants about the Enterprise Management. To manage your enterprise effectively you need to look at many different aspects, right from managing the day-to-day activities to figuring out how to handle a large scale event.

### Elaborate

Tell them – Let’s take a look at some simple steps to manage your company effectively.

**Step 1:** Use your leadership skills and ask for advice when required.

**Step 2:** Divide your work amongst others – realize that you cannot handle everything yourself.

**Step 3:** Hire the right people for the job.

**Step 4:** Motivate your employees and train them well.

**Step 5:** Train your people to handle your customers well.

**Step 6:** Market your enterprise effectively.

**Trainer’s Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 307 and explain trainees' the concept.

### Say

- Tell the participants about Considering Entrepreneurship.

### Elaborate

- Tell them – Questions to Ask Yourself before Considering Entrepreneurship:
- Why am I starting a business?
- What problem am I solving?

- Have others attempted to solve this problem before? Did they succeed or fail?
- Do I have a mentor<sup>1</sup> or industry expert that I can call on?
- Who is my ideal customer<sup>2</sup>?
- Who are my competitors<sup>3</sup>?
- What makes my business idea different from other business ideas?
- What are the key features of my product or service?
- Have I done a SWOT<sup>4</sup> analysis?
- What is the size of the market that will buy my product or service?
- What would it take to build a minimum viable product<sup>5</sup> to test the market?
- How much money do I need to get started?
- Will I need to get a loan?
- How soon will my products or services be available?
- When will I break even<sup>6</sup> or make a profit?
- How will those who invest in my idea make a profit?
- How should I set up the legal structure<sup>7</sup> of my business?
- What taxes<sup>8</sup> will I need to pay?
- What kind of insurance<sup>9</sup> will I need?
- Have I reached out to potential customers for feedback

## Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.



**Skill India**  
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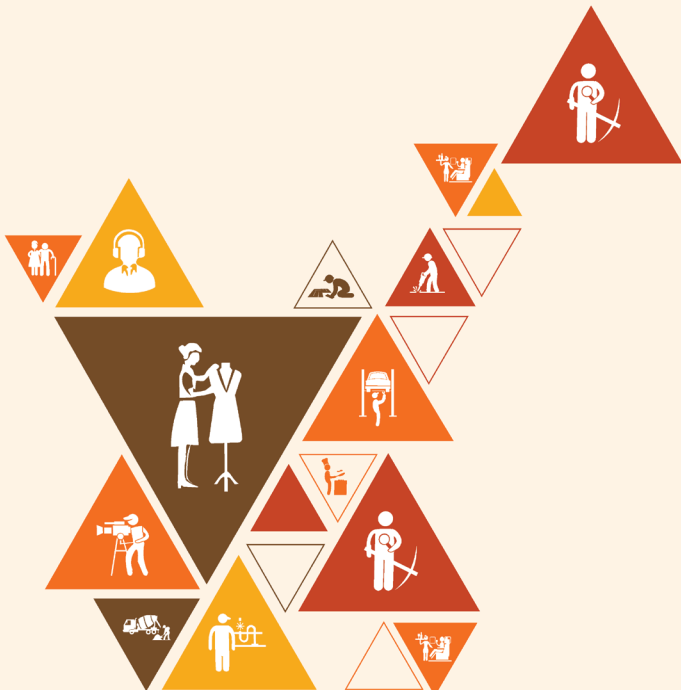
Transforming the skill landscape



## 17. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



## Annexure I

### Training Delivery Plan

Training Delivery Plan			
<b>Program Name:</b>	Home Health Aide		
<b>Qualification Pack Name &amp; Ref. ID</b>	HSS/Q5102		
<b>Version No.</b>	1.0	<b>Version Update Date</b>	22/12/16
<b>Pre-requisites to Training</b>	Not Applicable		
<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. Assist patient in bathing</li> <li>2. Assist patient in grooming</li> <li>3. Assist individual in dressing-up</li> <li>4. Support patients to eat and drink</li> <li>5. Assist individual in maintaining normal elimination</li> <li>6. Prevent and control infection in the home setting</li> <li>7. Communicate with geriatric/paralytic/ immobile patient and their carers</li> <li>8. Enable geriatric/paralytic/ immobile patient to cope with changes to their health and well-being</li> <li>9. Implement interventions with geriatric/paralytic/immobile patient at risk of falls</li> <li>10. Act within the limits of one's competence and authority</li> <li>11. Work effectively with others</li> <li>12. Manage work to meet requirements</li> <li>13. Maintain a safe, healthy and secure environment</li> <li>14. Practice code of conduct while performing duties</li> <li>15. Follow biomedical waste disposal protocols</li> </ol>		

Sl. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
1.	Introduction to the Program	Objectives of the Program	<ol style="list-style-type: none"> <li>1. State the overview of the program.</li> <li>2. State the ground rules.</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Facilitator-led – Discussion</li> <li>• Demonstration</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>1. State the overview of healthcare industry.</li> <li>2. 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.	1:00hr.
		Functions of the Home Health Aide	<ol style="list-style-type: none"> <li>1. Define the roles and responsibilities of Home Health Aide.</li> <li>2. Explain the code of conduct for the job.</li> <li>3. Explain 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 functions of Home Health Aide.</li> </ul>	Bridge Module	Practical Lab	Note Pad, Pen, charts Mock environment of clinic and hospital environment, home care setups with home based articles, family planning methods, emergency kits etc.	2:00hrs.
		Tools and Equipment	<ol style="list-style-type: none"> <li>1. Identify and recognize the use of different types of medical instruments and 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.	2:00hrs.
			<ul style="list-style-type: none"> <li>• Demonstrate the usage of different types of medical instruments and equipment.</li> </ul>	Bridge Module	Practical Lab	Note Pad, Pen, charts	2:00hrs.

2.	Introduction to Human Body	Structure & Function of Human Body	<ol style="list-style-type: none"> <li>Learn about different parts of body.</li> <li>Explain organization of body cells, tissues, Systems, membranes and glands.</li> <li>Describe Muscular Skeletal System.</li> <li>Describe Digestive System.</li> <li>Describe Respiratory System.</li> <li>Describe Cardio Vascular System.</li> <li>Describe Excretory System.</li> <li>Describe Nervous System.</li> <li>Describe Endocrine System, Sense Organ and Reproductive System.</li> <li>Learn about routes of drug administration</li> <li>Learn about oral route</li> <li>Learn about drug dosage</li> <li>Familiarize with drug dosage abbreviation</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.	4:00 hrs.
			<ul style="list-style-type: none"> <li>Demonstrate parts of human body</li> <li>Demonstrate the organization of body cells, issues, Systems, membranes and glands</li> <li>Demonstrate Muscular Skeletal System.</li> <li>Demonstrate Digestive System.</li> <li>Demonstrate Respiratory System.</li> <li>Demonstrate Cardio Vascular System.</li> <li>Demonstrate Excretory System.</li> <li>Demonstrate Nervous System.</li> <li>Demonstrate Endocrine System, Sense Organ and Reproductive System.</li> <li>Identify routes of drug administration</li> <li>Identify injection routes.</li> </ul>	Bridge Module	Practical Lab	Note Pad, Pen, charts, Mannequin, demonstration kits of different body parts, use of internet for learning different body parts	4:00hrs.
		Medical Terminologies	<ol style="list-style-type: none"> <li>Identify the medical names for body parts</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>Discuss the medical names of body parts</li> </ul>	Bridge Module	Practical Lab	Note Pad, Pen, charts, Internet use or reference's use for medical terms	1:00hr.
		3.	Body Mechanics & its Application in Patient Movement	Body Mechanics	<ol style="list-style-type: none"> <li>Understand the rules and importance of body mechanics.</li> <li>Learn to move patient safely.</li> </ol>	HSS/N5123	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>
<ul style="list-style-type: none"> <li><b>Role play:</b> <ul style="list-style-type: none"> <li>» how to move patient safely</li> </ul> </li> </ul>	HSS/N5123				Practical Lab	Note Pad, Pen, charts, Mannequin, demonstration kits of different body mechanics, internet use	6:00hrs.

		Positioning	1. Explain the different types of positions of	HSS/N5123	<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><b>Role play:</b> <ul style="list-style-type: none"> <li>» how to position patient</li> </ul> </li> </ul>	HSS/N5123	Practical Lab	Note Pad, Pen, charts, Mannequin, trolley, wheel chair, home based environment	3:00hrs.
		Transferring	1. Identify the different modes of patient transferring. 2. Identify the process of shifting patient.	HSS/N5123	<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><b>Role play:</b> <ul style="list-style-type: none"> <li>» Transferring patient using a stretcher</li> <li>» Transferring patient using a wheelchair</li> <li>» Transferring patient from stretcher to the bed</li> <li>» Transferring patient from a bed to the stretcher</li> <li>» Transferring patient from bed to wheelchair</li> </ul> </li> <li>Perform the role of a Home Health Aide while transporting patient</li> <li>Follow the safety measures in handling equipment</li> </ul>	HSS/N5123	Practical Lab	Note Pad, Pen, charts, Mannequin, trolley, wheel chair, home based environment	4:00hrs.
		Mobility	1. Identify the equipment used in moving patient	HSS/N5123	<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><b>Role play:</b> <ul style="list-style-type: none"> <li>» how to move patient effectively</li> </ul> </li> </ul>	HSS/N5123	Practical Lab	Note Pad, Pen, charts, Stretcher, patient trolley, mannequin, home based environment	4:00hrs.
4.	Primary Medical Care	Primary Medical Care	1. Explain the primary medical care. 2. Describe the medical insurance.	Community Health	<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>Discuss primary care practice</li> <li>Discuss family practice</li> </ul>	Community Health	Practical Lab	Note Pad, Pen, charts, Visit to primary health centre	2:00hrs.
		Immunization	1. Develop understanding of the concept of Healthy Living. 2. Familiarize with the procedures of Hand Hygiene.	Community Health	<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>Discuss vaccination</li> </ul>	Community Health	Practical Lab	Note Pad, Pen, charts, Immunization kit, Universal immunization schedule	2:00hrs.

5.	Personnel Hygiene and Hygiene Standards	Personnel Hygiene	1. Explain the personnel hygiene	HSS/N5121 PC4, KA2, KB2, KB3, KB4  HSS/N9606 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9	<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>Demonstrate hand rub</li> <li>Demonstrate washing hands</li> <li>Demonstrate the use of 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>	HSS/N5121 PC4, KA2, KB2, KB3, KB4  HSS/N9606 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9	Practical Lab	Note Pad, Pen, charts, PPE, self-learning and understanding	4:00hrs.
6.	Patient Centricity	Patient's Rights & Environment	1. Enumerate patient's rights 2. Learn the role of HHA in maintaining patient's rights	HSS/N5124, PC9, KA1, KB3  HSS/N9607 SB3, SB4, SB5,	<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 patient's rights</li> <li>Discuss ethical aspects of legal rights</li> </ul>	HSS/N5124, PC9, KA1, KB3  HSS/N9607 SB3, SB4, SB5,	Practical Lab	Note Pad, Pen, charts, internet use to learn patient rights, Mock environment of diagnostic lab	3:00hrs.
		Professional Behaviour in Home Care Settings	1. Familiarize with the importance of professional behaviour 2. Maintain professional behaviour at patient's home	HSS/N5124, PC1, PC10, PC11, PC14  HSS/N9604, KB1, KB2, KB3, KB4, KB5, KB6, KB7	<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 about professional behaviour in home care setting</li> <li>Discuss about drug free workplace</li> <li>Discuss about drugs &amp; alcohol at home</li> <li>Discuss about sleeping</li> </ul>	HSS/N5124, PC1, PC10, PC11, PC14  HSS/N9604, KB1, KB2, KB3, KB4, KB5, KB6, KB7	Practical Lab	Note Pad, Pen, charts, Use of internet to adopt best practises across the world for professional etiquettes	1:00hr.
		Patient Safety	1. Learn how to handle hazardous situations safely.	HSS/N5124, KA1  HSS/N9607 PC8, KB10, SB7,	<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>Demonstrate how promote a safe working environment</li> <li>Gain practical knowledge to reduce risk</li> <li>Follow electrical safety measures</li> <li>Follow fire safety measures</li> <li>Follow home safety measures</li> </ul>	HSS/N5124, KA1  HSS/N9607 PC8, KB10, SB7,	Practical Lab	Note Pad, Pen, charts, mock environment of ward.	5:00hrs.



		Fall Prevention	<ol style="list-style-type: none"> <li>1. Explain the care to be taken to avoid fall in high risk patients.</li> <li>2. State measures to be taken to prevent falls.</li> <li>3. Act in event of a fall incident.</li> </ol>	HSS/N5118 SB8, HSS/N5120 SB5  HSS/5124 KB30, KB31, KB32, KB33, KB34, KB35, KB36	<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>• Perform fall prevention</li> <li>• Demonstrate ways of preventing falls</li> </ul>	HSS/N5118 SB8, HSS/N5120 SB5  HSS/5124 KB30, KB31, KB32, KB33, KB34, KB35, KB36	Practical Lab	Note Pad, Pen, charts, mannequin, patient falls prevention devices, foot rest, bed rest etc.	4:00hrs.
7.	Infection Control & Prevention	Infection Control & Prevention	<ol style="list-style-type: none"> <li>1. Control infections effectively</li> <li>2. Follow infection control policies and procedures</li> </ol>	HSS/N5121 PC1, PC2, PC6, KA2, KA3, SA3, SA4, SB1, SB2, SB11	<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>• Follow infection control measure .</li> <li>• Follow standard precautions.</li> <li>• Follow transmission precautions.</li> <li>• <b>Role play:</b> » how to control infection</li> </ul>	HSS/N5121 PC1, PC2, PC6, KA2, KA3, SA3, SA4, SB1, SB2, SB11	Practical Lab	Note Pad, Pen, charts, mannequin, patient falls prevention devices, foot rest, bed rest etc.	2:00hrs.
		Handling & Cleaning of Equipment	<ol style="list-style-type: none"> <li>1. Familiarize with basic Components of Cleaning Solutions</li> <li>2. Explain common Types of Cleaning Solutions</li> <li>3. Explain the factors for the Effective Use of Cleaning Solutions</li> </ol>	HSS/N5121 PC6, KB2, KB3, KB4, SB3, SB10, SB13	<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>• Follow the factors for effective use of cleaning solutions</li> <li>• Perform care of Healthcare Articles</li> </ul>	HSS/N5121 PC6, KB2, KB3, KB4, SB3, SB10, SB13	Practical Lab	Note Pad, Pen, charts	2:00hrs.

8.	Patient Basic Needs & Care	Bathing & Skin Care	<ol style="list-style-type: none"> <li>Learn to perform a bed bath.</li> <li>Explain skin abnormalities</li> <li>Learn about perineal care</li> </ol>	HSS/5116 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12	<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>Perform sitz bath</li> <li>Perform a bed bath</li> </ul>	HSS/5116 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12	Practical Lab	Note Pad, Pen, charts, mannequins, mock environment of home based environment, kidney tray, patient daily care articles, bio medical waste management.	6:00hrs.
		Dressing	<ol style="list-style-type: none"> <li>Explain the role of an HHA While Clothing the Patient</li> <li>Identify how to maintain the Privacy and Dignity of the Patient</li> <li>Learn to maintain Clothing Hygiene</li> </ol>	HSS/N5118 PC1, PC2, PC3, KA1, KB1, KB3, KB4, KB5, SA3, SB2, SB3, SB4	<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>Demonstrate the process of maintaining the privacy and dignity of the patient</li> <li>Demonstrate clothing hygiene</li> </ul>	HSS/N5118 PC1, PC2, PC3, KA1, KB1, KB3, KB4, KB5, SA3, SB2, SB3, SB4	Practical Lab	Note Pad, Pen, charts, sample dresses, patient privacy details, mannequins of different sizes.	4:00hrs.
		Grooming	<ol style="list-style-type: none"> <li>Learn to help Patient in Grooming</li> <li>Familiarize nail care</li> </ol>	HSS/N5117 PC1, PC2, PC3, PC4, PC5, PC6.	<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>Demonstrate the steps for assisting a patient with hair care</li> <li>Demonstrate the steps to maintain nail care</li> </ul>	HSS/N5117 PC1, PC2, PC3, PC4, PC5, PC6.	Practical Lab	Note Pad, Pen, charts	6:00hrs.
		Nutrition & Hydration	<ol style="list-style-type: none"> <li>Learn about patient care planning</li> <li>Explain the importance of patient care planning</li> <li>Identify how to feed the patient</li> <li>Learn about food nutrition and diabetes</li> </ol>	HSS/5119 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8.	<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 how to feed the patient</li> <li>Follow the precautions while feeding a patient with a medical condition</li> </ul>	HSS/5119 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8.	Practical Lab	Note Pad, Pen, charts, mannequins, mock environment of home based environment, kidney tray, patient daily care articles, bio medical waste management, RT tubes, sample food items	4:00hrs.
		Elimination	<ol style="list-style-type: none"> <li>Familiarize with the importance for excreta disposal in human body.</li> <li>Familiarize with the care which is needed to help in urine and bowel Incontinence or patient with urinary catheter.</li> <li>Learn to observe urine and stools for routine as well as special reporting.</li> </ol>	HSS/N5120 PC1, PC2, PC3, PC4, PC5, PC6.	<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>Demonstrate normal elimination &amp; its needs</li> <li>Perform how to place bed pan for use</li> <li>Follow the precautions to be taken while using bed pan</li> <li>Demonstrate how to use urinals</li> <li>Demonstrate how to use diapers</li> </ul>	HSS/N5120 PC1, PC2, PC3, PC4, PC5, PC6.	Practical Lab	Note Pad, Pen, charts, mannequins, mock environment of home based environment, kidney tray, patient daily care articles, bio medical waste management	4:00hrs.
		Bed Making	<ol style="list-style-type: none"> <li>Learn about the various types of beds used for patient.</li> <li>Learn bed making</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>Demonstrate the steps for bed making</li> </ul>	Bridge Module	Practical Lab	Note Pad, Pen, charts	2:00hrs.
9.	Special procedures	Measurements	<ol style="list-style-type: none"> <li>Learn to measure vital signs/ parameters</li> <li>Learn to measure body temperature</li> <li>Learn to monitor blood pressure</li> <li>Learn to measure breathing rate</li> <li>Learn to measure weight and height of a patient</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>Perform the steps to measure body temperature using the oral method</li> <li>Perform the steps to measure breathing rate</li> <li>Perform how to measure height and weight of a patient</li> </ul>	Bridge Module	Practical Lab	Note Pad, Pen, charts, BP Apparatus, Thermometer, pulse oximeter, inch tape, mannequins, normal readings of vital parameter.	4:00hrs.

		Special Procedures	<p>1. <b>Familiarize with the role of HHA during Special Procedure while assisting nurse/physician:</b></p> <ul style="list-style-type: none"> <li>• Application of heat and cold</li> <li>• Administering Oxygen</li> <li>• Suctioning</li> <li>• Catheterization</li> <li>• Intravenous Observations</li> <li>• Enema</li> <li>• Specimen collection</li> <li>• Medicine dispensing</li> <li>• Feeding through Ryle tube</li> </ul>	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>• <b>Demonstrate:</b> <ul style="list-style-type: none"> <li>» heat application</li> <li>» emergency oxygen management</li> <li>» suctioning</li> <li>» catheterisation</li> </ul> </li> <li>• Demonstrate the steps to flush the tube</li> </ul>	Bridge Module	Practical Lab	Note Pad, Pen, charts, mannequins, mock environment of home based environment, kidney tray, patient daily care articles, bio medical waste management, enema, Ryle's tube, suppositories, IV line samples, charts of medicines dose	3:00hrs.
10.	Role of Home Health Aide in Special Care	Care of Geriatric Patients	<p>1. Explain about Geriatrics.</p>	<p>HSS/N5122 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13.</p> <p>HSS/N5123 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17.</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.	2:00hr.
			<ul style="list-style-type: none"> <li>• Demonstrate how to take care of a geriatric patient.</li> </ul>	<p>HSS/N5122 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13.</p> <p>HSS/N5123 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17.</p>	Practical Lab	Note Pad, Pen, charts, Patient safety tools such as wheel chairs, trolleys, side rails, PPE, First Aid kit, betadine, cotton, bandages, sanitizers, disinfectants etc. Mock environment of home based articles, emergency kits etc., patient safety kit, sample medicines.	2:00hrs.
		Care of Paralytic Patients	<p>1. Explain about Paralysis.</p>	<p>HSS/N5122 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13.</p> <p>HSS/N5123 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17.</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.	2:00hrs.

			<ul style="list-style-type: none"> <li>Demonstrate how to take care of a paralytic patient.</li> </ul>	<p>HSS/N5122 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13.</p> <p>HSS/N5123 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17.</p>	Practical Lab	Note Pad, Pen, charts, Patient safety tools such as wheel chairs, trolleys, side rails, PPE, First Aid kit, betadine, cotton, bandages, sanitizers, disinfectants etc. Mock environment of home based articles, emergency kits etc., patient safety kit, sample medicines.	2:00hrs.
	Care of Immobile Patients	1.	Explain the physical immobility and various scenarios that can lead to immobility.	<p>HSS/N5122 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13.</p> <p>HSS/N5123 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17.</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.	2:00hrs.
			<ul style="list-style-type: none"> <li>Demonstrate how to take care of an immobile patient.</li> </ul>	<p>HSS/N5122 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13.</p> <p>HSS/N5123 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17.</p>	Practical Lab	Note Pad, Pen, charts, Patient safety tools such as wheel chairs, trolleys, side rails, PPE, First Aid kit, betadine, cotton, bandages, sanitizers, disinfectants etc. Mock environment of home based articles, emergency kits etc., patient safety kit, sample medicines.	2:00hrs.
	Care of other special Patients	1.	Explain the special care for patient and what all patients require special care.	<p>HSS/N5122 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13.</p> <p>HSS/N5123 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17.</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.	1:00hr.
			<ul style="list-style-type: none"> <li>Demonstrate how to take care of patients who need special care.</li> </ul>	<p>HSS/N5122 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13.</p> <p>HSS/N5123 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17.</p>	Practical Lab	Note Pad, Pen, charts, Patient safety tools such as wheel chairs, trolleys, side rails, PPE, First Aid kit, betadine, cotton, bandages, sanitizers, disinfectants etc. Mock environment of home based articles, emergency kits etc., patient safety kit, sample medicines.	1:00hr.

11.	Recording & Reporting	Observing & Reporting	<ol style="list-style-type: none"> <li>1. Explain the importance of observing and reporting to authority for said or unsaid findings, if any.</li> <li>2. Explain the importance of verbally informing the person in authority.</li> </ol>	HSSC/N5116 KA3 HSSC/5118 KB2 HSSC/N5120 KA1 HSSC/N5122 KA1, KB1,4 HSSC/N5123 PC4 HSSC/N9607 KB11 HSSC/N9609 KB8	<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>• Demonstrate how to observe and report</li> </ul>	HSSC/N5116 KA3 HSSC/5118 KB2 HSSC/N5120 KA1 HSSC/N5122 KA1, KB1,4 HSSC/N5123 PC4 HSSC/N9607 KB11 HSSC/N9609 KB8	Practical Lab	Note Pad, Pen, charts, Use of internet to adopt best practises across the world for professional etiquettes, sample forms and feedback forms	1:00hr.
	Consent, Documentation & Records	<ol style="list-style-type: none"> <li>1. Explain importance of observing and reporting the conditions of patient as well as taking consent while assisting the patient</li> <li>2. Explain the importance of verbal information to the doctor in charge</li> <li>3. Explain the importance and guidelines for documentation of different observations and informed consent of the patient.</li> <li>4. 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>	HSSC/N5116 KA3 HSSC/5118 KB2 HSSC/N5120 KA1 HSSC/N5122 KA1, KB1,4 HSSC/N5123 PC4 HSSC/N9607 KB11 HSSC/N9609 KB8	<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>• Demonstrate reporting and documentation</li> </ul>	HSSC/N5116 KA3 HSSC/5118 KB2 HSSC/N5120 KA1 HSSC/N5122 KA1, KB1,4 HSSC/N5123 PC4 HSSC/N9607 KB11 HSSC/N9609 KB8	Practical Lab	Note Pad, Pen, charts, Use of internet to adopt best practises across the world for professional etiquettes, sample forms and feedback forms.	1:00hr.	
12.	Biomedical Waste Management	Biomedical Waste Management	<ol style="list-style-type: none"> <li>1. Learn to segregate biomedical waste at source</li> <li>2. Describe colour coding and type of containers for disposal of Bio Medical Waste</li> <li>3. Label for transport of Bio Medical Waste containers/bags</li> </ol>	HSSC/N9609 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10  HSSC/N5121 SB6	<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 how to segregate bio medical waste</li> <li>Perform colour coding</li> <li>Demonstrate type of containers for disposal of bio medical waste</li> <li>Demonstrate label for transport of bio medical waste containers/bags</li> </ul>	HSSC/N9609 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10  HSSC/N5121 SB6	Practical Lab	Note Pad, Pen, charts, Different coded color bins, different variety of bio medical waste management, Visit to treatment plan of bio medical waste etc.	2:00hrs.
13.	Emergency Handling	Emergency Medical Response	<ol style="list-style-type: none"> <li>Describe Chain of Survival</li> <li>Demonstrate Cardio Pulmonary Resuscitation</li> <li>Chain of Survival</li> <li>Rescue of a child</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.	7:00hrs.
			<ul style="list-style-type: none"> <li><b>Demonstrate:</b> <ul style="list-style-type: none"> <li>» chain of survival</li> <li>» Cardio Pulmonary Resuscitation</li> <li>» CAB</li> <li>» how to rescue of a child</li> </ul> </li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, Emergency situations, crash cart trolley, O2 cylinder, Patient safety tools such as wheel chairs, trolleys, side rails, PPE, First Aid kit, betadine, cotton, bandages, sanitizers, disinfectants etc. Mock environment of home based articles, emergency kits etc., patient safety kit, sample medicines	5:00hrs.
			<ul style="list-style-type: none"> <li>Perform CPR for an adult</li> <li>Perform CPR using AED</li> <li>Demonstrate choking treatment</li> <li>Demonstrate the emergency measures in needle stick injuries</li> </ul>	Bridge Module	Practical Lab	Note Pad, Pen, charts, Emergency situations, crash cart trolley, O2 cylinder, Patient safety tools such as wheel chairs, trolleys, side rails, PPE, First Aid kit, betadine, cotton, bandages, sanitizers, disinfectants etc. Mock environment of home based articles, emergency kits etc., patient safety kit, sample medicines.	5:00hrs.
		First Aid	<ol style="list-style-type: none"> <li>Learn how to apply first aid on an injured person.</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>Discuss splints</li> <li>Discuss bleeding and how to treat it</li> <li>Display and discuss various equipment</li> </ul>	Bridge Module	Practical Lab	Note Pad, Pen, charts, Patient safety tools such as wheel chairs, trolleys, side rails, PPE, First Aid kit, betadine, cotton, bandages, sanitizers, disinfectants etc.	3:00hrs.	

14.	Soft Skills And Communication Skills	Soft Skills and Communication Skills	<ol style="list-style-type: none"> <li>Define communication and its process.</li> <li>Learn about effective communication</li> <li>Familiarize with language skills, listening skills, speaking skills, reading skills, writing skills</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.	8:00hrs.
			<ul style="list-style-type: none"> <li><b>Role play:</b> <ul style="list-style-type: none"> <li>» language skills</li> <li>» listening skills</li> <li>» speaking skills</li> </ul> </li> </ul>	Bridge Module	Practical Lab	Note Pad, Pen, charts, Self-learning and understanding.	6:00hrs.
15.	IT Skills	Introduction to Computer	<ul style="list-style-type: none"> <li>Define the computer.</li> <li>Recognise its various parts.</li> <li>Differentiate the advantages and disadvantages of computer.</li> </ul>	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.
		MS Word	<ul style="list-style-type: none"> <li>Learn the concept of and practice MS-Word.</li> <li>Format a document.</li> <li>Print a document etc.</li> </ul>	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.	2:00hrs.
		MS Excel	<ul style="list-style-type: none"> <li>Work on MS-Excel</li> <li>Format cells and cell content</li> <li>Use formulas</li> <li>Make Charts and Pivot Table</li> </ul>	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.	2:00hrs.
		Internet Concepts	<ul style="list-style-type: none"> <li>Understand internet concepts</li> <li>Recognise the different types of URLs</li> <li>Use MS-Outlook</li> </ul>	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.



16.	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> <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>	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.	4:30hrs.
			<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	Practical Lab	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 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	Practical Lab	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 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	Practical Lab	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>1. Discuss the steps to prepare for an interview</li> <li>2. Discuss the steps to create an effective Resume</li> <li>3. Discuss the most frequently asked interview questions</li> <li>4. 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 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	Practical Lab	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>1. Discuss the concept of entrepreneurship</li> <li>2. Discuss the importance of entrepreneurship</li> <li>3. Describe the characteristics of an entrepreneur</li> <li>4. Describe the different types of enterprises</li> <li>5. List the qualities of an effective leader</li> <li>6. Discuss the benefits of effective leadership</li> <li>7. List the traits of an effective team</li> <li>8. Discuss the importance of listening effectively</li> <li>9. Discuss how to listen effectively</li> <li>10. Discuss the importance of speaking effectively</li> <li>11. Discuss how to speak effectively</li> <li>12. Discuss how to solve problems</li> <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>	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.	2:30hrs.

			<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	Practical Lab	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 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	Practical Lab	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.
<b>Total Duration</b>							280 hrs.

## Annexure II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Export Assistant	
Job Role	Home Health Aide
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
<b>Grand Total-1 (Subject Domain)</b>	<b>400</b>
<b>Grand Total-2 (Soft Skills and Communication)</b>	<b>100</b>
<b>Grand Total-(Skills Practical and Viva)</b>	<b>500</b>
<b>Passing Marks (70% of Max. Marks)</b>	<b>350</b>
Theory (20% weightage)	
	Marks Allotted
<b>Grand Total-1 (Subject Domain)</b>	<b>80</b>
<b>Grand Total-2 (Soft Skills and Communication)</b>	<b>20</b>
<b>Grand Total-(Theory)</b>	<b>100</b>

<b>Passing Marks (50% of Max. Marks)</b>		<b>50</b>			
<b>Grand Total-(Skills Practical and Viva + Theory)</b>		<b>600</b>			
<b>Overall Result</b>		<b>Criteria is to pass in both theory and practical individually. If fail in any one of them, then candidate is fail</b>			
<b>Detailed Break Up of Marks</b>		<b>Skills Practical &amp; Viva</b>			
<b>Subject Domain</b>		<b>Pick any 2 NOS each of 200 marks totaling 400</b>			
<b>Assessable Outcomes</b>	<b>Assessment Criteria for the Assessable Outcomes</b>	<b>Total Marks (400)</b>	<b>Out Of</b>	<b>Marks Allocation</b>	
				<b>Viva</b>	<b>Skills Practical</b>
1. HSS/ N 5116 (Assist patient in bathing)	PC1.Maintain the patient privacy and encourage patient do as much as possible to promote independence	<b>200</b>	10	0	10
	PC2.Identify the type of bath that is best suited as per the guidelines, based on the patient condition and comfort		50	10	40
	PC3.Check water temperature before patient checks in		10	5	5
	PC4.Follow standards precautions when performing perennial care or when bathing a patient with skin lesion and rashes		50	10	40
	PC5. Dry patient skin by patting with a towel which decreases friction and prevents skin breakdown		4	0	4
	PC6. Never leave a patient unattended in bath room		4	2	2
	PC7. Wash from cleanest to dirtiest		10	2	8
	PC8. Observe and report unusual findings to the nurse		20	2	18
	PC9. Offer patient back rub after bathing and at bed time to stimulate circulation and relieve stress		10	10	0
	PC10. Apply lotion to dry skin if requested		2	2	0
	PC11. Clean tub shower chair before and after each use		20	10	10
	PC12. Always check each patients skin after bathing		10	10	0
<b>Total</b>			200	63	137

2. HSS/ N 5117 (Assist patient in grooming)	PC1. Maintain the patient's privacy and encourage patient do as much as possible to promote independence	<b>200</b>	10	0	10
	PC2. Show patient how they look after the grooming task is finished		20	0	20
	PC3. Use standard precautions and protocols for shaving and cutting nails		50	10	40
	PC4. Perform duties gently to avoid injuries especially during shaving, brushing and hair styling		50	10	40
	PC5. Rinse toothpaste thoroughly from the mouth after brushing		40	5	35
	PC6. Store dentures in cool water with patients name to avoid confusion		30	5	25
	<b>Total</b>		200	30	170
3.HSS/ N 5118(Assist patient in dressing up)	PC1. Maintain the patient privacy and encourage patient do as much as possible to promote independence	<b>200</b>	40	10	30
	PC2. Fasten the clothing with elastic fasteners		120	20	100
	PC3. Ensure that the footwear fits correctly		40	10	30
	<b>Total</b>	200	40	160	
4. HSS/ N 5119 (Support patient to eat and drink)	PC1. Make the patient comfortable and encourage eating as recommended	<b>200</b>	5	0	5
	PC2. Check menu card to verify the diet, restrictions, likes and dislikes of the patient		30	5	25
	PC3. Feed through spoon		5	2	3
	PC4. Assist in elimination and oral care prior to feeding		30	5	25
	PC5. Wash hands and mouth after feeding		30	5	25
	PC6. Measure input and record them		30	5	25
	PC7. During feeding observe and ensure that:				
	a. Elimination process is completed before feeding		10	12	28
	b. Oral care and grooming is performed before feeding		10		
	c. The patient is comfortable when being fed		10		
	d. The food provided is according to the dietary prescription of the prescribing physician or dietician		10		
PC8. Patient is not having symptoms of distress like coughing and regurgitation	30	6	24		

	<b>Total</b>		200	40	160
5. HSS/ N 5120 (Assist patient in maintaining normal elimination)	PC1. Promptly respond to patients elimination needs	<b>200</b>	4	1	3
	PC2. Assist a mobile patient in moving to the toilet and provide support like giving toilet paper if required or stabilise the commode		50	10	40
	PC3. Wipe the patient and wash hands to prevent infection		50	10	40
	PC4. Use equipment correctly to prevent discomfort or injury		50	10	40
	PC5. Ensure/Maintain patients privacy at all times during the procedure		6	0	6
	PC6. Record changes in colour or texture of the elimination and report usual findings immediately		40	5	35
	<b>Total</b>			200	36
7.HSS/ N 5121 (Prevent and control infection)	PC1. Know all procedures required for infection control	<b>200</b>	30	30	0
	PC2. Follow standard precautions		50	10	40
	PC3. Be aware of rules to dispose of biomedical waste and sharps		50	20	30
	PC4. Follow high level of personal hygiene		20	2	18
	PC5. Practice medical asepsis		20	2	18
	PC6. Follow infection control procedures and should ensure that:				
	o All standard precautions and procedures are followed		10		
	o Protective gears are used while getting in contact with the patient		10	6	24
	o Consider all blood, body fluids and excreta contaminated		10		
<b>Total</b>		200	70	130	
8. HSS/ N 5123( Enable geriartic/paralytic/immobile patients to cope with changes to their health and well being)	PC1. Establish a supportive relationship with the patient, and agree with them the roles and responsibilities of their carers	<b>200</b>	10	5	5
	PC2. Communicate with patient and their carers in an appropriate manner		10	5	5
	PC3. Encourage the patient to seek clarification of any procedures, information and advice relevant to them		10	0	10
	PC4. Obtain an informed consent of the patient for the actions undertaken on their behalf, and agree on the information which may be passed to others		20	0	20



PC5. Obtain information from the patient and their carers on the way in which the patient's need are met	10	0	10
PC6. Identify any areas where support for the patient can be improved	20	10	10
PC7. Identify and prioritise actions required if the patient's needs are not being appropriately addressed	20	0	20
PC8. Present any concerns that cannot be resolved in an appropriate way to appropriate people	20	20	0
PC9. Keep the patient and their carers informed about the progress in resolving any concerns, and anticipated timescales for any outcomes	10	5	5
PC10. Produce records and reports that are clear, comprehensive and accurate, and maintain the security and confidentiality of information	10	5	5
PC11. Explore with the patient the nature of the changes to their health and well-being, and discuss with them and their carers about how they feel about these changes	10	10	0
PC12. Explain clearly to the patient and their carers, the reasons for the changes to their health and well being and the consequences arising from them	10	0	10
PC13. Respond sensitively to any issues raised by the patient, and report any issues that cannot be resolved to the appropriate people	20	0	20
PC14. Ensure that all the relevant agencies are provided with the information they need to help the patient and their carers to cope with the change process	10	10	0
PC15. Support the patient and their carers to monitor the assistance they are receiving to cope with the change, and identify any areas where this can be improved	5	5	0
PC16. Ensure that all the appropriate people are encouraged to provide feedback on how the patient and their carers are coping with change	5	5	0
<b>TOTAL</b>	<b>200</b>	<b>80</b>	<b>120</b>

9. HSS/ N 5124 (Implement interventions with geriatric/paralytic/immobile patient at risk of falls)	PC1. Communicate with patient and their carers in an appropriate manner, and encourage them to seek clarifications of any procedures, information and advice relevant to them	<b>200</b>	20	10	10
	PC2. Explore the needs and expectations of the patient and his/her goals for the intervention		10	10	0
	PC3. Identify current or previous interventions that the patient may have experienced and the immediate requirements of his/her plan		10	5	5
	PC4. Obtain the valid consent of the patient for the actions to be undertaken on his/her behalf, and agree upon the information which may be passed on to others		10	0	10
	PC5. Discuss and agree the role of the patient and his/her carers in achieving the goals of the agreed intervention		10	10	0
	PC6. Make arrangements for the intervention that are consistent with the patient's priority and his/her specific requirements		10	5	5
	PC7. Ensure the environment used for the intervention is suitable, and that the privacy and dignity of the patient is protected		10	5	5
	PC8. Implement the intervention in a safe and effective manner, using evidencebased practices and processes		20	0	20
	PC9. Implement the intervention in a manner that is consistent with the patient's needs and specific requirements, and encourage their effective participation		10	0	10
	PC10. Minimise any discomfort to the patient within the constraints imposed by the intervention method		30	10	20
	PC11. Encourage the carers to give appropriate support to the patient throughout the intervention		10	0	10
	PC12. Monitor the effects of the intervention on the patient throughout the process, and identify any indications of increased risk		10	10	0
	PC13. Take appropriate action where the effects of the intervention are not as		20	10	10

	beneficial as expected				
	PC 14. Work in partnership with the patient and his carers to assess the outcomes of the intervention in relation to the goals agreed upon at the outset		10	0	10
	PC 15. Produce records and reports that are clear, comprehensive, and accurate and maintain the security and confidentiality of information		10	5	5
	<b>TOTAL</b>		<b>200</b>	<b>90</b>	<b>110</b>
<b>Grand Total-1 (Subject Domain)</b>		<b>400</b>			
<b>Soft Skills and Communication</b>		<b>Pick one field from part 1 randomly and pick one field from part 2 as per NOS of subject domain picked each carrying 50 marks totaling 100</b>			
<b>Assessable Outcomes</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. Communication &amp; Proactiveness</b>					
HSS/ N 5122: Communicate with geriatric/paralytic/immobile patients to cope with changes to their health and well being	PC1. Introduce himself to the geriatric/paralytic/ immobile patient and their carers, and provide all the relevant information necessary to begin working with them	<b>50</b>	3	0	3
	PC2. Ensure that the geriatric/paralytic/ immobile patient and their carers are made to feel comfortable, and that they understand that their needs are made to feel comfortable, and that they understand their needs are important and are being addressed		3	0	3
	PC3. Explain to the geriatric/paralytic/ immobile patient and their carers, his/her roles and responsibilities in relation to their care, and outline the constraints that could limit the movement		3	0	3
	PC4. Discuss with geriatric/paralytic/ immobile patient and their carers their own roles and responsibilities for the care of the patient		3	0	3

	PC5. Respond to any concerns that the geriatric/paralytic/immobile patients and their carers might have about his/her ability to work with them		10	3	7
	PC6. Encourage the geriatric/paralytic/ immobile patient and their carers to ask questions and to seek clarification on any issues		5	2	3
	PC7. Attempt to establish a rapport with the geriatric/paralytic/ immobile patient and their carers that enables a good relationship		8	3	5
	PC8. Respond sensitively to any issues raised by the geriatric/paralytic/ immobile patient and their carers		2	0	2
	PC9. Respect the human rights of the geriatric/paralytic/ immobile patient and their carers		2	0	2
	PC10. Provide clear information on how to contact the service to obtain assistance if required		5	2	3
	PC11. Identify any communication differences that exist, and try to address these will influence communication methods		2	1	1
	PC12. Discuss the purpose of communication with the patient and their carers, and identify their preferred ways of communicating		2	2	0
	PC13. Confirm with the geriatric/paralytic/ immobile patient who they wish to be involved in the communication		2	0	2
	<b>Total</b>		50	13	37
<b>Communication and Proactiveness Total</b>		<b>50</b>	50	13	37
<b>2. 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		2	0	2

	role and field of practice				
	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>3. Attiquete</b>					
HSS/ N 9605 (Manage work to meet requirements)	PC1. Clearly establish, agree, and record the work requirements	<b>50</b>	10	5	5
	PC2. Utilise time effectively		10	0	10
	PC3. Ensure his/her work meets the agreed requirements		10	0	10
	PC4. Treat confidential information		10	10	0

	correctly				
	PC5. Work in line with the organisation's procedures and policies and within the limits of his/her job role		10	5	5
	<b>Total</b>		50	20	30
<b>Attitude Total</b>		<b>50</b>	50	20	30
<b>Part 2 (Pick one field as per NOS marked carrying 50 marks)</b>					
<b>1. Team Work (Evaluate with NOS: HSS/N/5123)</b>					
HSS/ N 9604 (Work effectively with others)	PC1. Communicate with other people clearly and effectively	<b>50</b>	3	0	3
	PC2. Integrate one's work with other people's work effectively		3	0	3
	PC3. Pass on essential information to other people on timely basis		3	0	3
	PC4. Work in a way that shows respect for other people		3	0	3
	PC5. Carry out any commitments made to other people		6	6	0
	PC6. Reason out the failure to fulfil commitment		6	6	0
	PC7. Identify any problems with team members and other people and take the initiative to solve these problems		16	8	8
	PC8. Follow the organisation's policies and procedures		10	4	6
	<b>Total</b>			50	24
<b>Team Work Total</b>		<b>50</b>	50	24	26
<b>2. Safety management (Evaluate with NOS: HSS/N/5124,5116,5117,5118,5119,5120)</b>					
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	<b>50</b>	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
<b>Safety Management Total</b>		<b>50</b>	50	25	25
<b>3. Waste Management (Evaluate with NOS: HSS/N/5120,5121)</b>					
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	<b>50</b>	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	2	2
	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	2	2
	PC9. Report and deal with spillages and contamination in accordance with current legislation and procedures		4	2	2



	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	30	20
	<b>Waste Management Total</b>	<b>50</b>	50	30	20
	<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>Performance Criteria (PC)</b>				<b>Weightage</b>
1. HSS/ N 5116 ( Assist patient in bathing)	PC1.Maintain the patient privacy and encourage patient do as much as possible to promote independence				10
	PC2.Identify the type of bath that is best suited as per the guidelines, based on the patient condition and comfort				
	PC3.Check water temperature before patient checks in				
	PC4.Follow standards precautions when performing perennial care or when bathing a patient with skin lesion and rashes				
	PC5. Dry patient skin by patting with a towel which decreases friction and prevents skin breakdown				
	PC6. Never leave a patient unattended in bath room				
	PC7. Wash from cleanest to dirtiest				
	PC8. Observe and report unusual findings to the nurse				
	PC9. Offer patient back rub after bathing and at bed time to stimulate circulation and relieve stress				
	PC10. Apply lotion to dry skin if requested				
	PC11. Clean tub shower chair before and after each use				
	PC12. Always check each patients skin after bathing				
2. HSS/ N 5117 (Assist patient in grooming)	PC1. Maintain the patient's privacy and encourage patient do as much as possible to promote independence				10
	PC2. Show patient how they look after the grooming task is finished				
	PC3. Use standard precautions and protocols for shaving and cutting nails				
	PC4. Perform duties gently to avoid injuries especially during shaving, brushing and hair styling				
	PC5. Rinse toothpaste thoroughly from the mouth after				



	brushing	
	PC6. Store dentures in cool water with patients name to avoid confusion	
3.HSS/ N 5118 (Assist patient in dressing up)	PC1. Maintain the patient privacy and encourage patient do as much as possible to promote independence	10
	PC2. Fasten the clothing with elastic fasteners and ensure that the footwear fits correctly	
	PC3. Ensure that the footwear fits correctly	
4. HSS/ N 5119 (Support individuals to eat and drink)	PC1. Make the patient comfortable and encourage eating as recommended	10
	PC2. Check menu card to verify the diet, restrictions, likes and dislikes of the patient	
	PC3. Feed through spoon	
	PC4. Assist in elimination and oral care prior to feeding	
	PC5. Wash hands and mouth after feeding	
	PC6. Measure input and record them	
	PC7. During feeding observe and ensure that:	
	a. Elimination process is completed before feeding	
	b. Oral care and grooming is performed before feeding	
	c. The patient is comfortable when being fed	
	d. The food provided is according to the dietary prescription of the prescribing physician or dietician	
	PC8. Patient is not having symptoms of distress like coughing and regurgitation	
5. HSS/ N 5120 (Assist patient in maintaining normal elimination)	PC1. Promptly respond to patients elimination needs	10
	PC2. Assist a mobile patient in moving to the toilet and provide support like giving toilet paper if required or stabilise the commode	
	PC3. Wipe the patient and wash hands to prevent infection	
	PC4. Use equipment correctly to prevent discomfort or injury	
	PC5. Ensure/Maintain patients privacy at all times during the procedure	
	PC6. Record changes in colour or texture of the elimination and report usual findings immediately	
6.HSS/ N 5121 (Prevent and control infection)	PC1. Know all procedures required for infection control	10
	PC2. Follow standard precautions	
	PC3. Be aware of rules to dispose of biomedical waste and sharps	
	PC4. Follow high level of personal hygiene	

	PC5. Practice medical asepsis	
	PC6. Follow infection control procedures and should ensure that:	
	o All standard precautions and procedures are followed	
	o Protective gears are used while getting in contact with the patient	
	o Consider all blood, body fluids and excreta contaminated	
7. HSS/ N 5123( Enable geriatric/paralytic/immobile patients to cope with changes to their health and well being)	PC1. Establish a supportive relationship with the patient, and agree with them the roles and responsibilities of their carers	10
	PC2. Communicate with patient and their carers in an appropriate manner	
	PC3. Encourage the patient to seek clarification of any procedures, information and advice relevant to them	
	PC4. Obtain an informed consent of the patient for the actions undertaken on their behalf, and agree on the information which may be passed to others	
	PC5. Obtain information from the patient and their carers on the way in which the patient's needs are met	
	PC6. Identify any areas where support for the patient can be improved	
	PC7. Identify and prioritise actions required if the patient's needs are not being appropriately addressed	
	PC8. Present any concerns that cannot be resolved in an appropriate way to appropriate people	
	PC9. Keep the patient and their carers informed about the progress in resolving any concerns, and anticipated timescales for any outcomes	
	PC10. Produce records and reports that are clear, comprehensive and accurate, and maintain the security and confidentiality of information	
	PC11. Explore with the patient the nature of the changes to their health and well-being, and discuss with them and their carers about how they feel about these changes	
	PC12. Explain clearly to the patient and their carers, the reasons for the changes to their health and well-being and the consequences arising from them	
	PC13. Respond sensitively to any issues raised by the patient, and report any issues that cannot be resolved to the appropriate people	

	<p>PC14. Ensure that all the relevant agencies are provided with the information they need to help the patient and their carers to cope with the change process</p>	
	<p>PC15. Support the patient and their carers to monitor the assistance they are receiving to cope with the change, and identify any areas where this can be improved</p>	
	<p>PC16. Ensure that all the appropriate people are encouraged to provide feedback on how the patient and their carers are coping with change</p>	
8. HSS/ N 5124( Implement interventions with geriartic/paralytic/immobile patients at risk of falls)	<p>PC1. Communicate with patient and their carers in an appropriate manner, and encourage them to seek clarifications of any procedures, information and advice relevant to them</p>	10
	<p>PC2. Explore the needs and expectations of the patient and his/her goals for the intervention</p>	
	<p>PC3. Identify current or previous interventions that the patient may have experienced and the immediate requirements of his/her plan</p>	
	<p>PC4. Obtain the valid consent of the patient for the actions to be undertaken on his/her behalf, and agree upon the information which may be passed on to others</p>	
	<p>PC5. Discuss and agree the role of the patient and his/her carers in achieving the goals of the agreed intervention</p>	
	<p>PC6. Make arrangements for the intervention that are consistent with the patient's priority and his/her specific requirements</p>	
	<p>PC7. Ensure the environment used for the intervention is suitable, and that the privacy and dignity of the patient is protected</p>	
	<p>PC8. Implement the intervention in a safe and effective manner, using evidencebased practices and processes</p>	
	<p>PC9. Implement the intervention in a manner that is consistent with the patient's needs and specific requirements, and encourage their effective participation</p>	
	<p>PC10. Minimise any discomfort to the patient within the constraints imposed by the intervention method</p>	
	<p>PC11. Encourage the carers to give appropriate support to the patient throughout the intervention</p>	
	<p>PC12. Monitor the effects of the intervention on the patient throughout the process, and identify any indications of increased risk</p>	
	<p>PC13. Take appropriate action where the effects of the intervention are not as beneficial as expected</p>	

	PC 14. Work in partnership with the patient and his carers to assess the outcomes of the intervention in relation to the goals agreed upon at the outset	
	PC 15. Produce records and reports that are clear, comprehensive, and accurate and maintain the security and confidentiality of information	
<b>Grand Total-1 (Subject Domain)</b>		<b>80</b>
<b>Soft Skills and Communication</b>		<b>Select each part each carrying 10 marks totalling 20</b>
<b>National Occupational Standards (NOS)</b>	<b>Performance Criteria (PC)</b>	<b>Weightage</b>
1. HSS/ N 5122: Communicate with geriatric/paralytic/immobile patients and their carers	PC1. Introduce himself to the geriatric/paralytic/ immobile patient and their carers, and provide all the relevant information necessary to begin working with them	4
	PC2. Ensure that the geriatric/paralytic/ immobile patient and their carers are made to feel comfortable, and that they understand that their needs are made to feel comfortable, and that they understand their needs are important and are being addressed	
	PC3. Explain to the geriatric/paralytic/ immobile patient and their carers, his/her roles and responsibilities in relation to their care, and outline the constraints that could limit the movement	
	PC4. Discuss with geriatric/paralytic/ immobile patient and their carers their own roles and responsibilities for the care of the patient	
	PC5. Respond to any concerns that the geriatric/paralytic/immobile patients and their carers might have about his/her ability to work with them	
	PC6. Encourage the geriatric/paralytic/ immobile patient and their carers to ask questions and to seek clarification on any issues	
	PC7. Attempt to establish a rapport with the geriatric/paralytic/ immobile patient and their carers that enables a good relationship	
	PC8. Respond sensitively to any issues raised by the geriatric/paralytic/ immobile patient and their carers	

	PC9. Respect the human rights of the geriatric/paralytic/ immobile patient and their carers	
	PC10. Provide clear information on how to contact the service to obtain assistance if required	
	PC11. Identify any communication differences that exist, and try to address these will influence communication methods	
	PC12. Discuss the purpose of communication with the patient and their carers, and identify their preferred ways of communicating	
	PC13. Confirm with the geriatric/paralytic/ immobile patient who they wish to be involved in the communication	
3. 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	
	PC2. Work within organisational systems and requirements as appropriate to one's role	
	PC3. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority	
	PC4. Maintain competence within one's role and field of practice	2
	PC5. Use relevant research based protocols and guidelines as evidence to inform one's practice	
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times	
	PC7. Identify and manage potential and actual risks to the quality and safety of practice	
	PC8. Evaluate and reflect on the quality of one's work and make continuing improvements	
4. HSS/ N 9604 (Work effectively with others)	PC1. Communicate with other people clearly and effectively	
	PC2. Integrate one's work with other people's work effectively	
	PC3. Pass on essential information to other people on timely basis	
	PC4. Work in a way that shows respect for other people	2
	PC5. Carry out any commitments made to other people	
	PC6. Reason out the failure to fulfil commitment	
	PC7. Identify any problems with team members and other people and take the initiative to solve these problems	
	PC8. Follow the organisation's policies and procedures	
5. HSS/ N 9605 (Manage work to meet	PC1. Clearly establish, agree, and record the work requirements	2

requirements)	PC2. Utilise time effectively	
	PC3. Ensure his/her work meets the agreed requirements	
	PC4. Treat confidential information correctly	
	PC5. Work in line with the organisation's procedures and policies and within the limits of his/her job role	
6. 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	4
	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	
7. HSS/ N 9607 (Practice Code of conduct while performing duties)	PC1. Adhere to protocols and guidelines relevant to the role and field of practice	2
	PC2. Work within organisational systems and requirements as appropriate to the role	
	PC3. Recognise the boundary of the role and responsibility and seek supervision when situations are beyond the competence and authority	
	PC4. Maintain competence within the role and field of practice	
	PC5. Use protocols and guidelines relevant to the field of practice	
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times	
	PC7. Identify and manage potential and actual risks to the quality and patient safety	
	PC8. Maintain personal hygiene and contribute actively to the healthcare ecosystem	

8. 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	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	
	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	
<b>Grand Total-2 (Soft Skills and Communication)</b>		<b>20</b>







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