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Healthcare
Sector
Skill Council

Facilitator Guide



Sector
Health

Sub-Sector
Allied Health & Paramedics

Occupation
General Duty Assistant

Reference ID: HSS/ Q 5101, Version 1.0
NSQF Level: 4

General Duty Assistant



Shri Narendra Modi
Prime Minister of India

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



Acknowledgement

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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

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(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 nurse in bathing and grooming the patient.
- Assist patient in dressing-up.
- Support individuals to eat and drink.
- Assist patient in maintaining normal elimination.
- Transferring patient within the hospital.
- Communicating appropriately with co-workers.
- Prevent and control infection.
- Assist nurse in performing procedures as instructed in the care plan.
- Assist nurse in observing and reporting change in patient condition.
- Assist nurse in measuring patient parameters accurately.
- Respond to patient's call.
- Clean medical equipment under supervision of nurse.
- Transport patient samples, drugs, patient documents and manage changing and transporting laundry/ linen on the floor.
- Carry out last office (death care).
- Act within the limits of your competence and authority and work effectively with others.
- 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

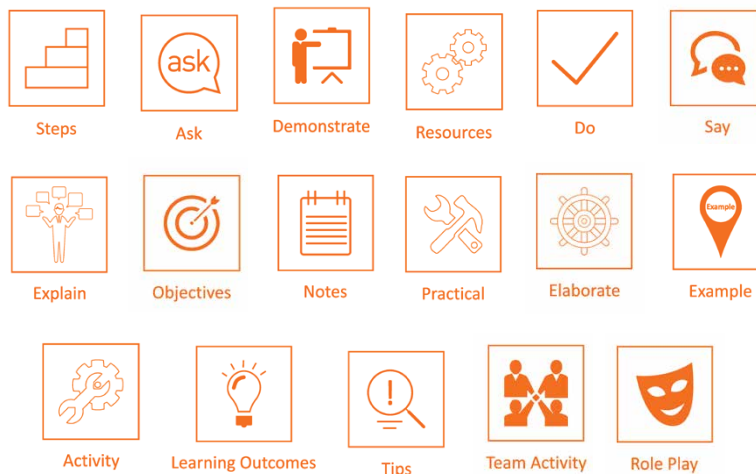


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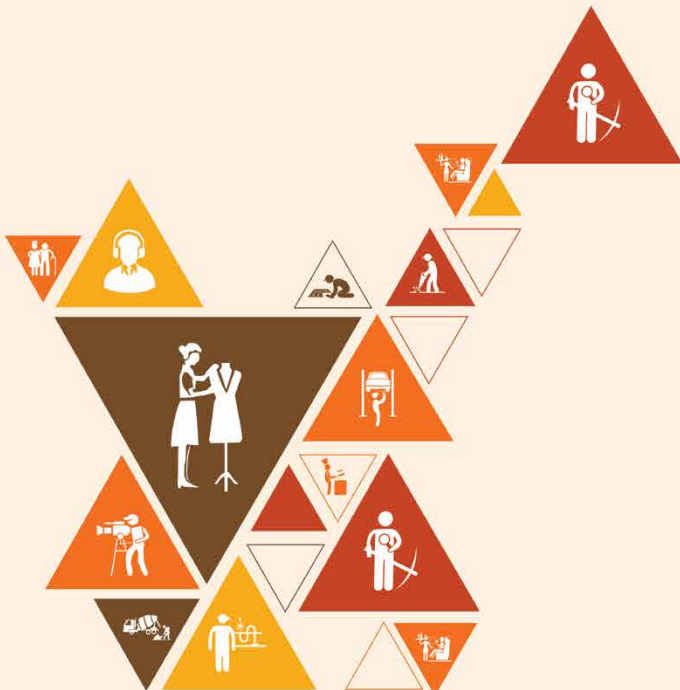
1. Introduction and Orientation

Unit 1.1 - Objectives of the Program

Unit 1.2 - Introduction to the Healthcare Industry

Unit 1.3 - Different Departments in a Hospital

Unit 1.4 - Tools and Equipment



Key Learning Outcomes

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

1. Build rapport with fellow participants of the program.
2. Teach about different types of health service providers in India.
3. Discuss services offered to patients in a hospital.
4. Discuss roles and responsibilities of GDAs in a hospital setting.

UNIT 1.1: Objectives of the Program

Unit Objectives

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

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:

- Their native place or hometown
- Their likes and dislikes
- Hobbies, etc.

Make sure every student takes part in the activity

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 of GDAs 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, students will be able to:

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
- 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.

Activity

- 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 GDAs 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:

- Public Health Sector
- Private Sector
- Indigenous systems of medicine
- Voluntary Health Agencies
- 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 GDAs 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: Different Departments in a Hospital

Unit Objectives

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

1. Explain the different key concepts related to the job role of a General Duty Assistant.

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
- Chart and poster demonstration

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.

Practical/Field Visit

- You could ask the students to work on two different groups as identified in the previous exercise.
- Provide them a list of the departments in the hospital and ask each group to visit the various departments.
- Ask them to visit each of the departments and each participant of the two groups should identify and jot down at least two potential job roles of a GDA in that department.
- Once they complete the visit, ask each participant to talk and discuss the identified job roles with other group participants.
- Fill in any gaps or add more job roles to the list talked about by the participants.

Elaborate

- Provide an orientation on a typical hospital setting. Reemphasize the roles and responsibilities of GDAs discussed in the last unit.
- With the help of photographs, provide an overview of the following hospital departments. Tell GDAs that they may be required to work at any of the departments at any given point of time. Therefore, it is essential to have a basic understanding of each of the following departments:

» Anesthetic	» Gynecology
» Cardiology	» Maternity
» Central Sterile Services Department (CCSD)	» Intensive-care unit (ICU)
» Coronary Care Unit (CCU)	» Medical Records
» Emergency	» Neonatal Intensive-care unit (NICU)
» Elderly services	» Operation Theatre (OT)
» Geriatric intensive-care unit	» Pathology lab
» General Surgery	» Radiology
- Make students aware about some of the commonly used medical terms such as a physician, prescription, critical care medicine, diagnosis, gynecologist etc.
- Tell participants about the other departments in the hospital such as pediatrics, histology, immunology, microbiology etc.
- Provide an overview on the different branches of general surgery.
- Also briefly talk about the supporting branches of medicine.

Tips

- Tell the participants that as a general duty assistant they should try and visit the various departments in the Hospital and understand the activities involved there.

Notes for Facilitation

- Ask participants if they have any doubt/query pertaining to previous units.
- Answers their queries patiently and ask them to complete the exercise given at the end of the unit in the handbook.

UNIT 1.4: Tools and Equipment

Unit Objectives

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

1. Recognize the 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
- Weighing machine, Gauge
- PPEs
- First Aid Kit
- Sanitizer
- Disinfectants
- Insulin pen
- Pocket Mask
- Splint
- Micropore
- Thermometer etc.

Say

- Discuss with the participants in detail about the following equipment and their usage:
 - » Weighing machine
 - » Blood pressure instrument
 - » Gauge
 - » Tourniquet
 - » Mannequin
 - » Wheel chair
 - » Trolleys
 - » PPE
 - » First Aid kit
 - » Betadine
 - » Cotton Bandage
 - » Sanitizers
 - » Disinfectants
 - » Insulin pen
 - » Little Anne
 - » Ambu Mask (Adult)
 - » AED Trainer
 - » Pocket Mask
 - » Oxygen Cylinder
 - » Oxygen Key
 - » Oxygen Cylinder Trolley
 - » Hospital Bed
 - » Bedside Locker
 - » Cardiac Table

- » Walker
- » Crutch
- » Stretcher
- » Cane
- » Bed pan
- » Urinal (Male & Female)
- » Artery Forceps
- » Dissecting Forceps
- » Splint
- » Cervical Collar
- » Spine Board
- » Kidney Tray
- » IV Stand
- » Measuring Glass
- » Uro bag
- » Sample Collection Bottle
- » Normal Saline Bottle
- » Micropore
- » Hydrogen Peroxide
- » Syringe destroyer
- » Syringe Sterilizer
- » Thermometer
- » B.P. Monitoring Machine
- » Hot Water Bottle
- » Transfer forceps
- » Suction Apparatus
- » Folley catheter
- » Suction Catheter
- » Ryle's Tube
- » Vacutainer
- » Examination table
- » Draw Sheet

- Discuss about the potential measurement errors using the medical equipment and how to overcome those errors
- Discuss common medical instruments in the hospital and its usage such as:
 - » Patient monitor
 - » X-ray Machine
 - » ECG (Electro Cardio Gram) Machine
 - » Ultrasound Machine
 - » Medical Ventilator
 - » Dialysis
- Provide an over view of the equipment used for personal care of the patients in a hospital. Also, discuss usage of each of these equipment.
 - » Feeding Tools
 - » Bathing Equipment
 - » 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.

Ask 

- Ask the students to name a few commonly used medical instruments in a hospital setting.
- Ask the students to list few common surgical instruments and their usage.
- Ask the students what are the basic precautions to keep while using any medical instrument.

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 the most likely department of the hospital it is being used in.
- Each team will get 15 minutes to identify the tool and the medical department.



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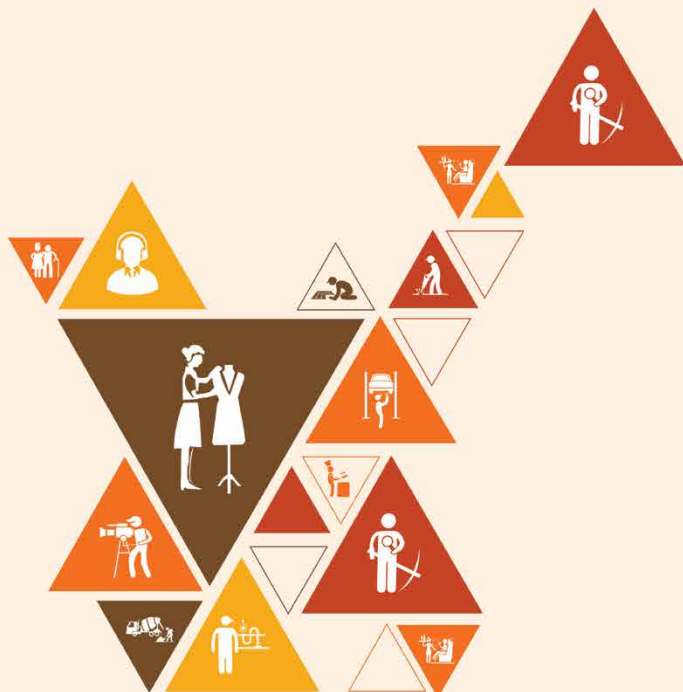


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2. Broad Functions of a General Duty Assistant

Unit 2.1 – Job role of General Duty Assistant

Unit 2.2 – Compassion and Patient Centricity



HSS/N 9603, HSS/N
9607

Key Learning Outcomes

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

1. Develop broad understanding of the functions to be performed by GDA
2. Develop understanding of Patient Comforts and Safety
3. Understand the daily care need of patient
4. Understand the Role of GDA while transporting sample /drug of the patient

UNIT 2.1: Job Role of a General Duty Assistant

Unit Objectives

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

1. Define the roles and responsibilities of general duty assistant.
2. Explain the code of conduct for the job.
3. Explain personal grooming, 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
- Grooming equipment

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 GDA.

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:
 - » Advantages of personal grooming
 - » Types of personal grooming
 - » 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 GDA if a GDA is not well groomed in a hospital.

Say

- Define a GDA
- Explain the purpose of a GDA in a hospital setting or at patient's home.
- Explain in details about the jobs and responsibilities of a GDA 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 GDA with focus on maintain privacy, dignity, respect and wellbeing of a patient.
- Provide GDAs 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 GDAs.

Ask

- Ask students why is the role of a general duty assistant important for the company?
- Why is personal grooming important?
- What do you understand by "code of conduct"?
- Name three hygiene practices of a GDA.

Tips

- A General Duty Assistant is responsible for taking personal care of the patient and is a critical member of the healthcare team.
 - » Core areas where General Duty Assistant focuses are: Ensuring patient care/comfort.
 - » Assisting nurses and doctors.
 - » Maintaining a safe, healthy and secure environment.
 - » 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
 - » Role and responsibility of GDA
 - » Code of Conduct
 - » Code of ethics
 - » Personal Hygiene


UNIT 2.2: Compassion and Patient Centricity

Unit Objectives

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

1. Show and develop patient centricity.
2. State the patient's right.
3. Maintain data confidentiality.

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,
- Family planning methods,
- Emergency kits etc. 
- 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 compassion and patient centricity.

Say

- Define compassion.
- Explain how a GDA can practice compassion.
- Explain how compassion impacts the quality of care given to a patient.

- Provide details on patient centricity performing different types of duties for a patient such as Bathing, Feeding, Elimination, Communication.
- Explain why it is importance to maintain patient confidentiality and how that can be done.
- Explain the importance of being sensitive to the potential cultural differences.
- Provide details on importance of data confidentiality in a hospital and the measures to maintain it.

Do

- Ask the participants definition of compassion
- Explain with the help of photographs the importance of patient centricity
- Ask the participants about rights of a patient
- Ask about the measures to maintain data confidentiality

Tips

- Compassion is the ability to understand the emotional state of another person or oneself.
- Apart from the medication and health and hygiene aspects, a patient also needs care and compassion.
- The sole responsibility of GDA is to provide proper care to the patients and while performing any type of activities, take care of patient's comfort.
- Avoid unwanted and unnecessary communication with patients.

Role Play

- Call two volunteers and ask one of them to role play a patient and another as a GDA.
- Ask the volunteers to demonstrate the process of communication between the patient and GDA.
- Explain the importance of correct body language of the GDA by highlighting his/her responsiveness, empathetic behavior 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 GDA's communication.
- Ask the participant to complete the exercise given at the end of the unit in the handbook.



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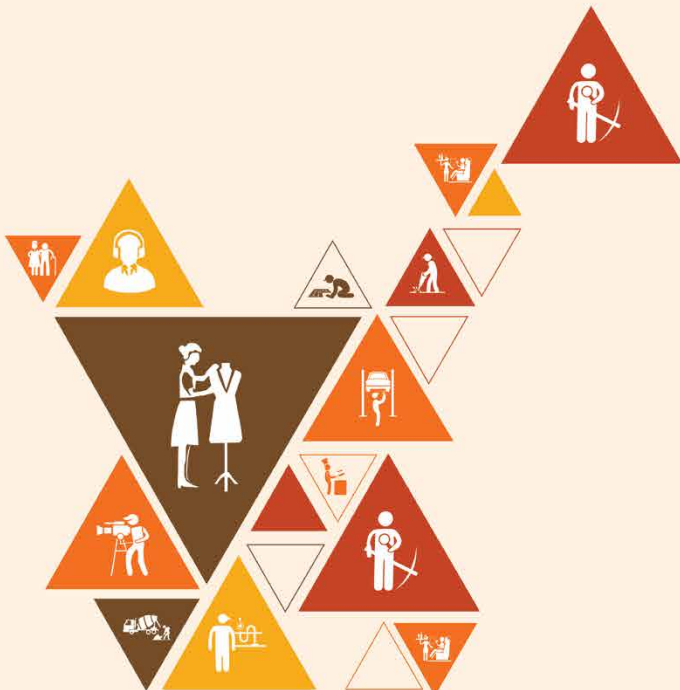
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3. Introduction to Human Body- Structure and Function

Unit 3.1 – Basics of Anatomy and Physiology



**HSS/N 5101, HSS/N
5102, HSS/N 5103,
HSS/N 5104, HSS/N
5105, HSS/N 5106,
HSS/N 5111)**

Key Learning Outcomes

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

1. Recognise the different parts of the body.
2. Elaborate different systems of the body.
3. State the different positions of the body.

UNIT 3.1: Basics of Anatomy and Physiology

Unit Objectives

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

1. Explain the functions of the human body in discharging your role as a General Duty Assistant.

Resources to be Used

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

- Explain the human anatomy with the help of pictures.
- Provide details on the functioning of human body areas such as:
 - » Head and Neck
 - » Thorax
 - » Abdomen

- » Upper and Lower Limbs
- » Back of human body
- Explain the different basic physiological systems in the human body including:
 - » Nervous system
 - » Muscular and skeletal system
 - » Circulatory system
 - » Respiratory system
 - » Digestive system
 - » Urinary system
 - » Reproductive system
 - » Supporting Physiological Systems
- Elaborate on the routes of drug administration providing details on each of the following:
 - » Oral route
 - » Injection route
 - » Sublingual and Buccal Routes
 - » Rectal and Vaginal Route
 - » Ocular Route
 - » Otic Route
 - » Nebulization Route
 - » Nasal Route
 - » Cutaneous Route
 - » Transdermal Route
- Discuss the importance of giving right dose to the patient.
- Teach them in detail about the:
 - » Evaluation of Taking Too Low a Dose
 - » Evaluation of Taking Too High a Dose
- Talk about the importance of vaccination for GDAs to prevent nosocomial infections.
- Make participants aware about the drug dosage abbreviation list.
- Tell the participants about the functions of a Moisturizer:
 - » Re-hydrate the skin
 - » Helps to keep skin smooth and supple
 - » Protects the skin during the day
 - » Nourish and feed the skin
 - » Protects against the UV rays and pollution



Demonstrate

- Demonstrate the drug administration with the help of videos and role plays for participants better understanding and learning.

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)
 - » Digestive
 - » Endocrine
 - » Circulatory
 - » Lymphatic
 - » Muscular
 - » Nervous
 - » Reproductive
 - » Respiratory
- Ask students to identify main organs and functions of the above mentioned physiological systems
- Explain the purpose and duration of the activity.
- Ask one volunteer from each group to present the points for other participants learning.

Notes for Facilitation

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





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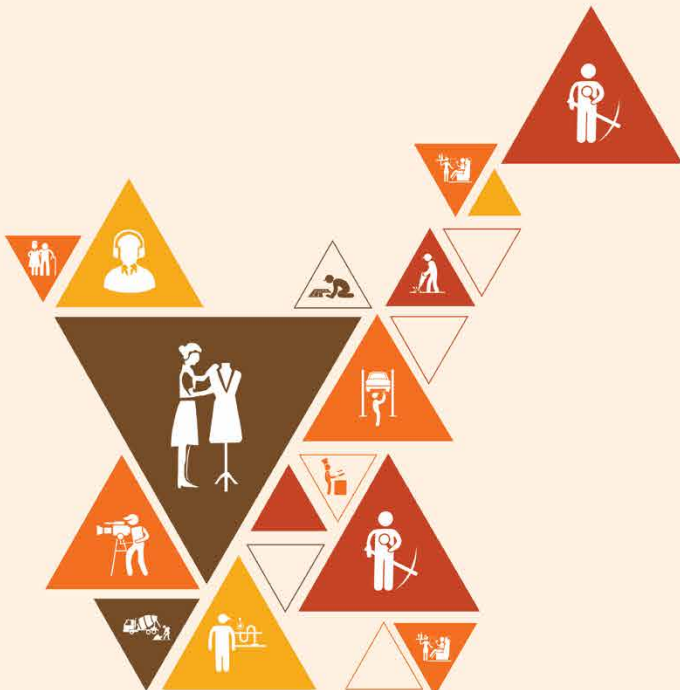
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4. Personnel Hygiene and Professional Behaviour

Unit 4.1 – Personal Hygiene and Professional Behaviour



HSS/ N 5107, HSS/N
9603, HSS/N 9604,
HSS/N 9605, HSS/N
9607, HSS/N 5108)

Key Learning Outcomes

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

1. Develop understanding of the concept of Healthy Living.
2. Develop understanding & procedures of Hand Hygiene.
3. Develop techniques of Grooming.
4. Be equipped with Techniques of Use of PPE.
5. Be vaccinated against common infectious diseases.

UNIT 4.1: Personal Hygiene and Professional Behaviour

Unit Objectives

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

1. Develop understanding of the concept of Healthy Living.
2. Develop understanding & procedures of Hand Hygiene.
3. Develop techniques of Grooming.
4. Be equipped with Techniques of Use of PPE.
5. Be vaccinated against common infectious diseases.

Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Patient daily care articles
- PPE
- Vaccination
- Flip chart of Hand Hygiene (soap, water, towel etc.)

Do

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

Say

- Provide an introduction to the basics of personal hygiene for GDAs 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
- Give information on how to protect hands at work
- Discuss precautions to keep before touching a patient
- Elaborate on the situations to protect patients and themselves from catching any infection
- Talk about the use of personal protective equipment including:
 - » Gloves
 - » Gowns
 - » Goggles
 - » Masks
 - » Face masks
 - » Show Covers
 - » Face shields
 - » Head covers
- Explain the participants risks involved in the vaccination and how to prevent them
- Give an overview of the Universal Immunization Program launched by Government of India
- Provide them with a vaccination schedule

Do

- Discuss with participants the need of hand hygiene at different stages (mentioned below) with the help of a diagram:
 - » Before touching a patient
 - » Before clean / aseptic procedure
 - » After body fluid exposure risk
 - » After touching a patient
 - » After touching patient surroundings
- Provide participants with a list of the vaccination schedule under Universal Immunization Programme.
- Briefly talk about the other vaccinations such as:
 - » Typhoid immunization
 - » Hepatitis - A immunization
 - » Human Papillomavirus (HPV) vaccination

- » Rabies immunization
- » Pertussis immunization
- Touch upon briefly on the updates and recommendations on vaccines in India.
- Talk about disease eradication briefly.
- Give an overview of the various communicable and non-communicable diseases in India

Demonstrate

Demonstrate with the help of following pictures the step by step procedure for hand washing with soaps:



- Wet your hands with water



- Apply soap



- Wash hands



- Rinse well



- Dry hands

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

- **Step 1:** Identify all the necessary PPE as per the requirement or hazard.



- **Step 2:** Put on a gown



- **Step 3:** Put on face shield



- **Step 4:** Put on medical mask and eye protection



- **Step 5:** Put on gloves



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

- **Step 1:** Avoid contamination of self and others. Remove the most contaminated item first.



- **Step 2:** Perform hand hygiene. Peel off gown and gloves and roll inside out. Dispose gloves and gown safely.



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



- **Step 4:** If wearing eye protection and mask, remove goggles from behind, put goggles in a separate container for reprocessing. Remove mask from behind and dispose of safely.



- **Step 5:** Perform hand hygiene.



Ask

- Ask participants how many times a personal protective equipment can be used.
- Ask participants if you can touch your face or adjust the equipment with contaminated gloves.

Activity

- Show the participants different personal protective equipment (mentioned below) and ask which department of the hospital it is most likely to be used in and why:
 - » Shoe cover
 - » Head cover
 - » Gloves

Tips

- Tell participants to wash their hand immediately after taking off the gloves and never walk around the hall with gloves that have touched a patient or a body fluid.
- Dispose of PPE immediately after first use.
- Do not touch the face or adjust the equipment with contaminated gloves.
- Do not touch the environmental surfaces except when necessary during the patient care.

Notes for Facilitation

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



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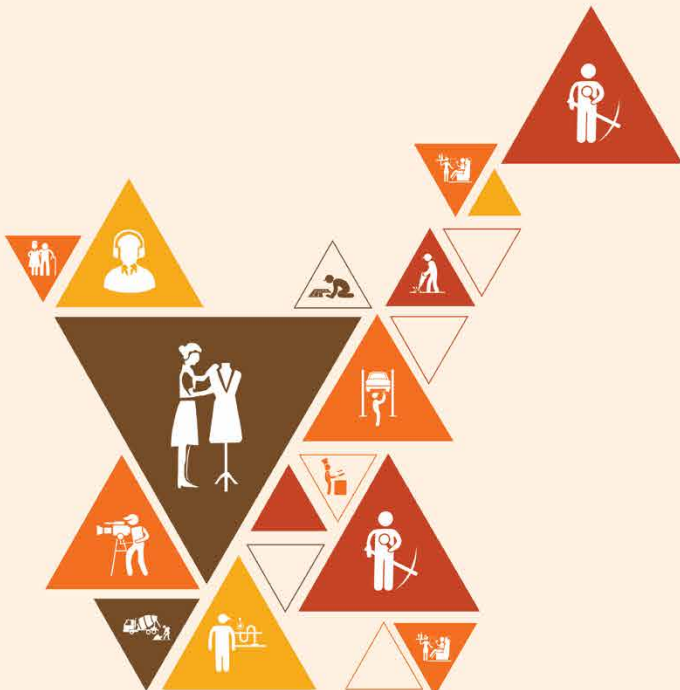
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5. Bio-Medical Waste Management

Unit 5.1 – Bio-Medical Waste Management



HSS / N 9609

Key Learning Outcomes

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

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

UNIT 5.1: Bio-Medical Waste Management

Unit Objectives

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

1. Segregate 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.

Steps

With the help of pictures explain in detail the students the 7 steps of biomedical waste segregation:

- **Step 1:** Collection and Proper labeling of bins
- **Step 2:** Storage

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

RCRA HAZARD Black Container	PHARMACEUTICAL Blue Container	RADIOACTIVE Shielded Containers with Radioactive Symbol
<ul style="list-style-type: none"> ✓ Hazardous meds (RCRA) ✓ Half/Partial doses (RCRA) ✓ Hazardous bulk meds ✓ P-listed drugs, packaging ✓ Bulk chemo ✓ Pathological Waste (Incineration Only) 	<ul style="list-style-type: none"> ✓ Pills ✓ Injectables ✓ Antibiotics 	<ul style="list-style-type: none"> ✓ Fluorine-18 (F-18). 110 minutes half-life. ✓ Technetium-99 (T-99m). 6 hours half-life. ✓ Iodine-131 (I-131). 8 days half-life. ✓ Strontium-89 (Sr-89). 52 days half-life. ✓ Iridium-192 (Ir-192). 74 days half-life. ✓ Cobalt-60 (Co-60). 5.3 years half-life. 

- **Step 3:** Transportation



- **Step 4:** Personnel safety and its devices



Gloves



Safety suit



Boots



Masks

- **Step 5:** Cleaning and its devices



Brooms



Dustpans



Mops



Vacuum Cleaner

- **Step 6:** Storage and Handling



Wheelbarrows



Trolleys

- **Step 7:** Treatment: Technology options for 'treatment'

Say

- Define biomedical waste management.
- Provide details of types of wastes from a hospital.
- Discuss basic rules that need to be followed to dispose hospital wastes.
- Discuss in detail the various waste categories and disposal options.
- Explain colour coding of biomedical waste and its importance.
- Explain the procedure for biomedical waste segregation at source to the participants.
- Discuss various occupational health hazards associated with biomedical waste management.
- Explain the hazards of biomedical waste to the environment and how it can be prevented.

Elaborate

The wastes that are disposed from the hospital can be a source of many infections such as HIV, hepatitis B and other bacterial infections. You must take extreme care while disposing the wastes such as needles, syringes and gloves in order to prevent infections to yourself and others. In this chapter, the basic rules that need to be followed to dispose wastes safely are listed.

Trainer's Note: These are supporting content to the participant manual, please adhere to the Participant Manual, page no. 81-87 and explain the participants the concept.

Ask

- Ask students different categories of biomedical waste management
- Prepare a small questionnaire and ask each of the participants to fill it:

Anatomical waste consists of human and animal tissue, organs, and body parts. Which containers should this waste be disposed into?

- Red containers
- Sharps containers
- Containers lined with yellow bags
- Containers lined with black bags

Objects that may be capable of causing punctures or cuts, that may have been exposed to blood or body fluids including scalpels, needles, glass ampoules, test tubes and slides, are considered Biomedical Waste. How should these objects be disposed?

- Containers lined with black bags
- Containers lined with clear bags
- Sharps containers
- Containers lined with yellow bags

Into which containers are sharps/needles to be disposed of?

- Red pails
- Yellow hard-plastic sharps containers
- Containers lined with yellow bags
- Boxes lined with black/dark green bags

What is the treatment option for category 1, 2, 3 and 6?

What is the treatment option for category 5?

Activity

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

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.



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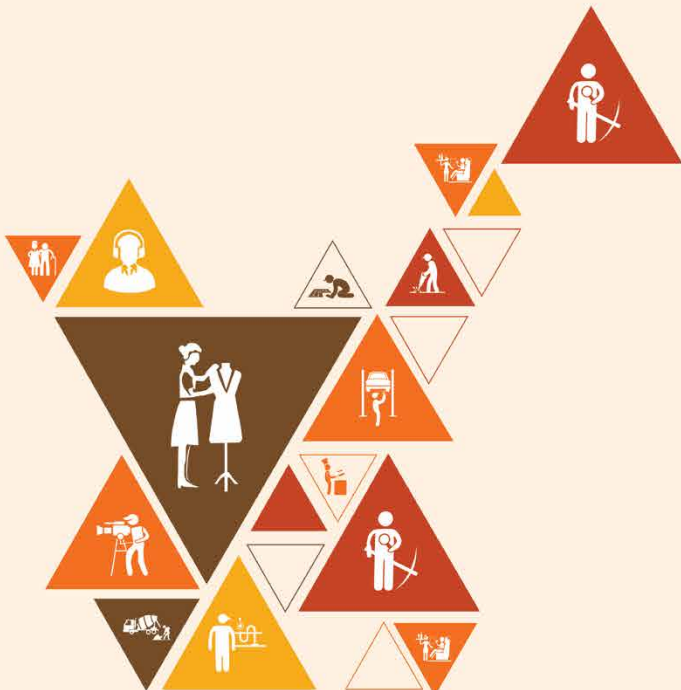
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6. Emergency Medical Responses

Unit 6.1 – Emergency Medical Responses



**HSS/ N 9606,
HSS/ N 5112**

Key Learning Outcomes

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

1. Describe Chain of Survival.
2. Demonstrate Cardio Pulmonary Resuscitation.
3. Discuss about rescue of a child

UNIT 6.1: Emergency Medical Response

Unit Objectives

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

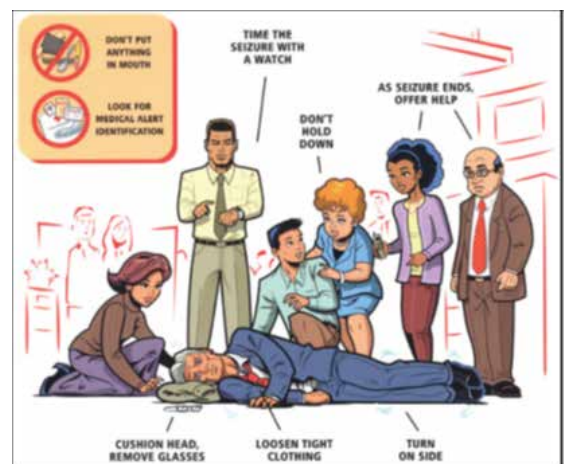
1. Describe Chain of Survival.
2. Demonstrate Cardio Pulmonary Resuscitation.
3. Discuss about rescue of a child

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 (Elaborate)
- Half body manikin/CPR manikin

Do

- Greet and welcome the participants to the next session of the program.
- Tell them they are going to learn about emergency medical responses.
- Define basic life support
- Orient participants on the concept of DRSABCD.
- Explain each of the components of DRSABCD.
- Show participants the picture detailing symptoms of conversion disorder.



Elaborate

An emergency medical condition can be defined as a condition where acute symptoms of such severity manifest themselves that the absence of prompt medical attention could cause permanent impairing or endanger the life of the individual.

Trainer's Note: These are supporting content to the participant manual, please adhere to the Participant Manual, page no. 93-95 and explain the participants the concept.

Say

- Explain the process for child rescue.
- Talk about the CPR for an adult.
- Discuss the choking treatment.
- Explain the symptoms of conversion disorder and explain the emergency measures.
- Provide details on Needle Stick Injuries.

Elaborate

Rescue of Child

Checking an injured or ill child/ infant

- Checking for an injured Steps
- Check for responsiveness

Trainer's Note: These are supporting content to the participant manual, please adhere to the Participant Manual, page no. 96-104 and explain the participants the concept.

Demonstrate

Demonstrate with the help of following basic life support chart and explain each component in detail.



Demonstrate the techniques such as:

- Airway
- Head-tilt/chin-lift technique
- Cardiopulmonary resuscitation (CPR)
- Compressions
- Ventilations
- Pocket Mask
- Demonstrate with the help of following pictures the process of child rescue:



Check for responsiveness



Check for Breathing

- Demonstrate with the help of following pictures the process for rescuing an infant:



Back blow



Chests thrust

- Demonstrate with the help of following pictures the process of rescuing a child younger than age 8:



Back blow



Front to back pad placement



Plug in connector

Demonstrate the procedure for performing CPR for an adult

Demonstrate with the help of following pictures the process for CPR using AED:

- **Step 1:** Use an automated external defibrillator or AED. En-sure that the area is clear of puddles or standing water.



- **Step 2:** Expose the person's chest totally. In case of a lady, re-move any necklaces or bras and also check for body piercings, or whether person may be using a pacemaker.

- **Step 3:** Press analyse on the AED machine.
- **Step 4:** Press analyse on the AED machine. If a shock is re-quired for the patient, the machine can notify you. If you do shock the victim, ensure nobody is touching him/her.



- **Step 5:** Do not remove the pads from the person and repeat CPR for another five cycles before using the AED again.

Demonstrate with the help of following pictures the step by step process for choking treatment:

- **Step1:** If the person is conscious but unable to breathe or speak: Using the heel of your hand give up to five blows between the shoulder blades.



Back blow

- **Step 2:** If Person Is Still Choking, Do Thrusts:
 - » In case the person is not pregnant or too overweight, do abdominal thrusts.
 - » Stand at the back of the person and encircle the waist with your arms.
 - » Position your closed fist just atop the person's navel. Clasp your other hand over the closed fist.
 - » Pull inward and upward at a quick pace as if attempting to lift the person up.
 - » Do a total of 5 abdominal thrusts.

- » In case the blockage still remains, carry on the cycles of 5 back blows and 5 abdominal thrusts till the time the object is forced out or the person begins to breathe or cough.

Pick the object out of the patient's mouth only if it can be seen. Refrain from searching with your fingers.



Thrust

- **Step3:** If the person is obese or pregnant, do high abdominal thrusts:
 - » Stand at the back of the person and encircle the person with your arms positioning your hands just below the breast bone.
 - » Pull inward and upward at a quick pace.
 - » Continue until the object is forced out.



High abdominal thrusts

- **Step 4:** Give CPR, if Necessary
 - » If the obstruction comes out, but the person is not breathing or if the person becomes unconscious:
 - » For a child, start CPR for children.
 - » For an adult, start CPR for adults.



Obstruction comes out

- **Step 5:** Follow Up When emergency medical personnel arrive, they will take over and may do CPR or take the person to the hospital, if needed.

Steps



Demonstrate with the help of pictures the emergency measures for needle stick injury

- **Step 1:** Encourage the wound to bleed, ideally by holding it under running water
- **Step 2:** Wash the wound using running water and plenty of soap
- **Step 3:** Don't scrub the wound while washing it
- **Step 4:** Dry the wound and cover it with a waterproof plaster or dressing
- **Step 5:** Seek medical attention immediately. Your blood may be tested to determine whether further treatment is needed
- **Step 6:** Determine whether HIV exposure is possible. Measures should be immediately taken to prevent sero-conversion from occurring.
- **Step 7:** Determine whether other exposures are possible. The risk for hepatitis transference is much higher than that for HIV (about 30% for Hepatitis B and about 10% for Hepatitis C)

Ask

- Ask students about DRSABCD Action Plan
- Ask details of CPR
- Ask students to list various basic life support techniques
- Ask students about "Dos" and "Don'ts" of performing a CPR

Activity

- Cardiopulmonary Resuscitation (CPR) is a technique that saves lives CPR includes chest compressions as well as mouth-to-mouth resuscitation
- While performing CPR:
 - » Ensure scene safety.
 - » Check for response.
 - » Shout for nearby help/activate the resuscitation team; can activate the resuscitation team at this time or after checking breathing and pulse.
 - » You must be extra careful when you perform CPR on babies and infants.
 - » Check for no breathing or only gasping and check pulse (ideally simultaneously).
 - » Immediately begin CPR, and use the AED/defibrillator when available. CPR consists of cycles of 30 chest compressions and two breaths.
 - » If the baby is not breathing, perform gentle compressions using maximum three fingers.
 - » Always wear gloves to avoid any direct contact with the patient's potentially infected body fluids.

Activity

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

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



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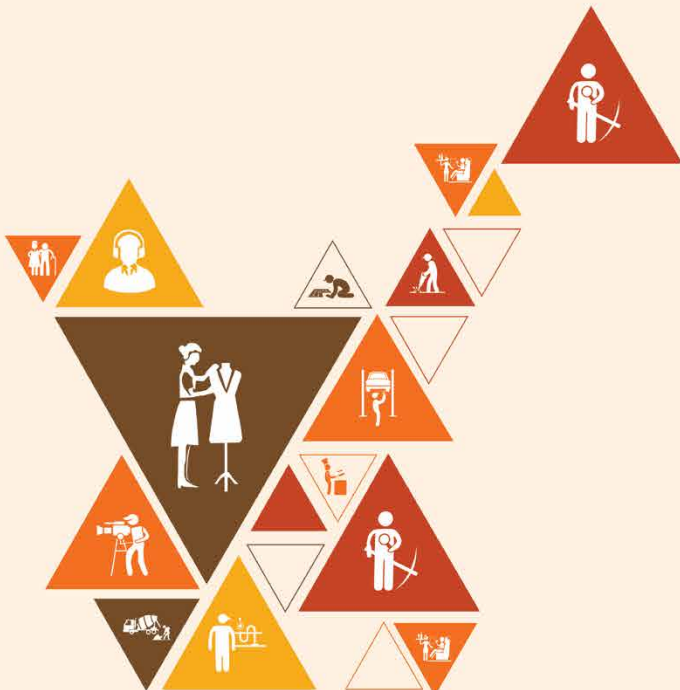
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7. Body Mechanics

Unit 7.1 –Body Mechanics



HSS/N5101, HSS/ N
5106, HSS/ N 5111

Key Learning Outcomes

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

1. Learn the kinetics of joints and movements.
2. Learn mechanisms that affect movements in human body.
3. Understand general principles of movements.
4. Understand the process and precaution to be taken care of while transferring the patient.

UNIT 7.1: Body Mechanics

Unit Objectives

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

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

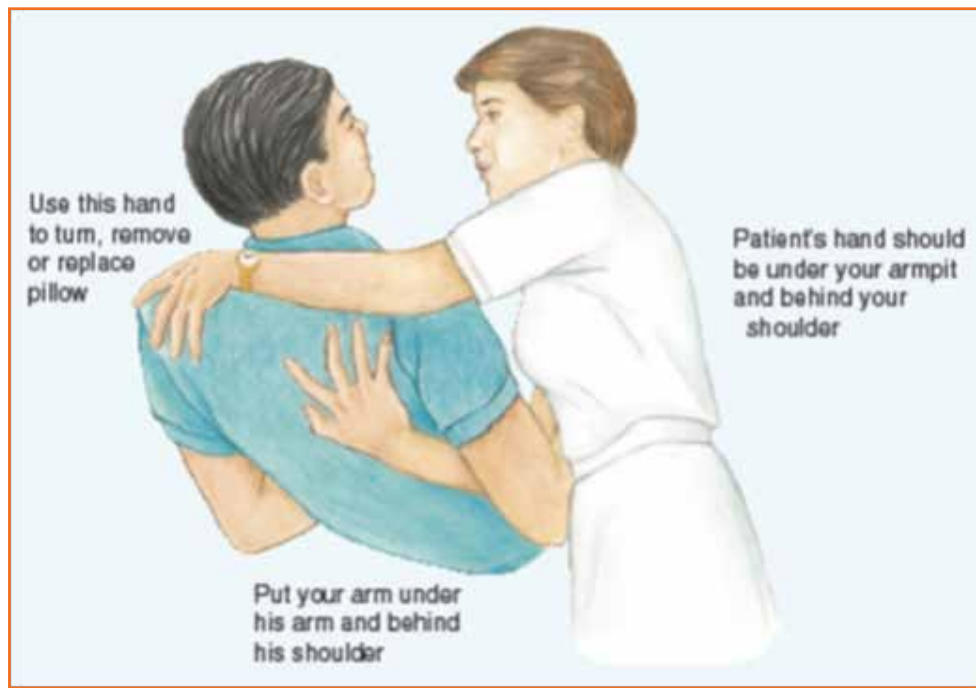
- Greet and welcome the participants to the next unit of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about body mechanics.

Say

- Talk about the importance of body mechanics for GDAs
- Explain the rules to apply for maintaining body mechanics
- Discuss the principles of proper body mechanics for GDAs:
 - » Stable Center of Gravity
 - » Wide Base of Support
 - » Proper Body Alignment
- Explain the process of moving a patient
- Explain the precautionary measures to be taken while lifting/shifting a patient

Demonstrate

- Demonstrate with the help of following picture how to move a patient correctly:



Moving Patient

- Demonstrate with the help of following picture how to lift heavy material without affecting the body:



Lifting Objects

Ask

- Ask students what the preventive measures to be taken by a GDA when lifting or moving a patient

Tips

- Never lift more than you can comfortably handle.
- Create a base of support by standing with your feet 8–12” (shoulder width) apart with one foot a half-step ahead of the other.
- DO NOT let your back do the heavy work—USE YOUR LEGS. (The back muscles are not your strongest muscles.)
- If the bed is low, put one foot on a footstool. This relieves pressure on your lower back.
- Consider using a support belt for your back.

Role Play

- Ask two volunteers to come forward.
- Ask one of the participants to role play a GDA and another as a patient.
- Ask the GDA to move the patient.
- Ask other participants watching the role play to improvise 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



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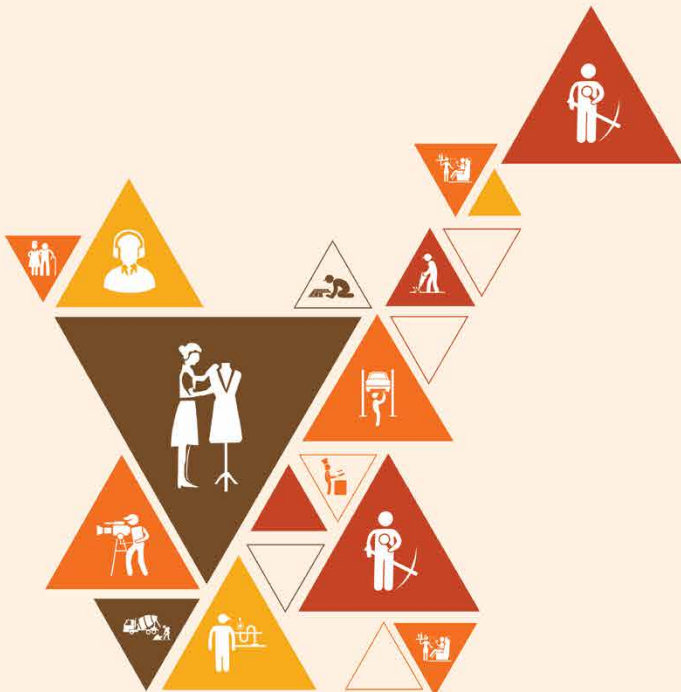
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8. Positioning/Transferring/ Mobility of Patients

Unit 8.1 – Positioning/Transferring/ Mobility of Patients



HSS/N 5101-5106

Key Learning Outcomes

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

1. Describe importance of positioning for a patient in treatment and recovery.
2. Introduction to various types of position.
3. Learn various kinds of means available for transferring patients.
4. Describe care to be taken while transferring patient.
5. Understand usage of Wheel chair, stretcher, shifting of patient from bed to stretcher, stretcher to Operation Theatre table Etc., and in special situations.
6. Understand the importance of physical moments for wellbeing.
7. Describe usage of modes used for mobility and their maintenance.
8. Describe care while patient is walking or using assisted devices.

UNIT 8.1: Positioning/ Transferring/ Mobility of Patients

Unit Objectives

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

1. Describe importance of positioning for a patient in treatment and recovery.
2. Introduction to various types of position.
3. Learn various kinds of means available for transferring patients.
4. Describe care to be taken while transferring patient.
5. Understand usage of Wheel chair, stretcher, shifting of patient from bed to stretcher, stretcher to Operation Theatre table Etc., and in special situations.
6. Understand the importance of physical moments for wellbeing.
7. Describe usage of modes used for mobility and their maintenance.
8. Describe care while patient is walking or using assisted devices.

Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Flexible Mannequin
- Charts,
- Demonstration kits of different body mechanics & positions & internet use
- Stretcher
- Wheelchair
- Trolley
- Patient assisted devices

Say

- Provide an overview of the need of assisting a patient while moving from one point to another
- Discuss how to transport patients from ambulance to hospital ward
- Talk in detail about the arrangements to be done for patient transfer from the Ambulance

- Describe a stretcher and how it functions
- Talk about the steps involved in transferring a patient using a stretcher
- Explain different components of a wheelchair
- Explain the process of transferring/moving a patient through wheelchair
- Explain different patient positions
 - » Prone position
 - » Supine position
 - » Lateral recumbent
 - » Fowler's position
 - » Dorsal Recumbent
 - » Lithotomy
 - » Knee-chest
 - » Sims' (aka Left Lateral Position)
 - » Trendelenburg
- Discuss the step by step process required to transfer a patient from stretcher to bed
- Discuss the steps involved in transferring a patient from bed to stretcher
- Discuss about Ambulation/Movement of patient and the importance to understand the patient's condition before moving him/her.
- Discuss various instrument for ambulation
 - » Gait Belt
 - » Walkers
 - » Canes
 - » Brace
- Make participants understand the role GDAs in transferring the patients
- Discuss the steps involved in transferring a patient from bed to wheelchair
- Talk about general precautions to be taken while transferring a patient
- Discuss safety measures in handling equipment such as stretcher, wheelchair etc.
- Discuss safety measures in handling patients
- Discuss fall prevention in a hospital setting

Elaborate

Overview

All patients who arrive at the hospital may not be in a position to walk. Such patients need to be transported, right from the ambulance to the hospital ward, from the stretcher to the bed, from wheel chair to bed and vice versa in each case. While transporting patients, you must exercise extreme care. Remember the patient is unwell. You must keep the comfort of the patient foremost in your mind and adopt the correct procedure while transportation.

Trainer's Note: These are supporting content to the participant manual, please adhere to the Participant Manual, page no. 115-126 and explain the participants the concept.

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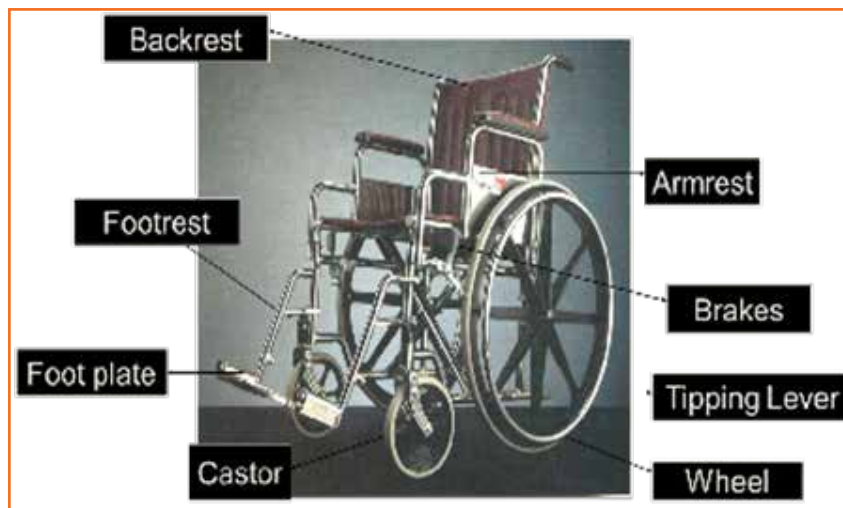
- Ask general precautions to be taken while transferring a patient.
- Ask participants to identify two departments where the transfer of the patient is involved

Demonstrate

- Demonstrate how a stretcher works and how to transfer a patient using that



- Demonstrate the components of a wheelchair



- Demonstrate the step by step process for transfer of patient on wheelchair.
- Demonstrate various patient positions

Ask

- Ask students to list various components of a stretcher.
- Ask students different components of a wheelchair.
- Ask students what are different patient positions.
- Ask students about various modes through which a patient can be transferred.
- Ask the steps to transfer patient between wheelchair and bed.

Activity

- In groups of four prepare a role play around transporting the patient using a wheelchair and stretcher.

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.



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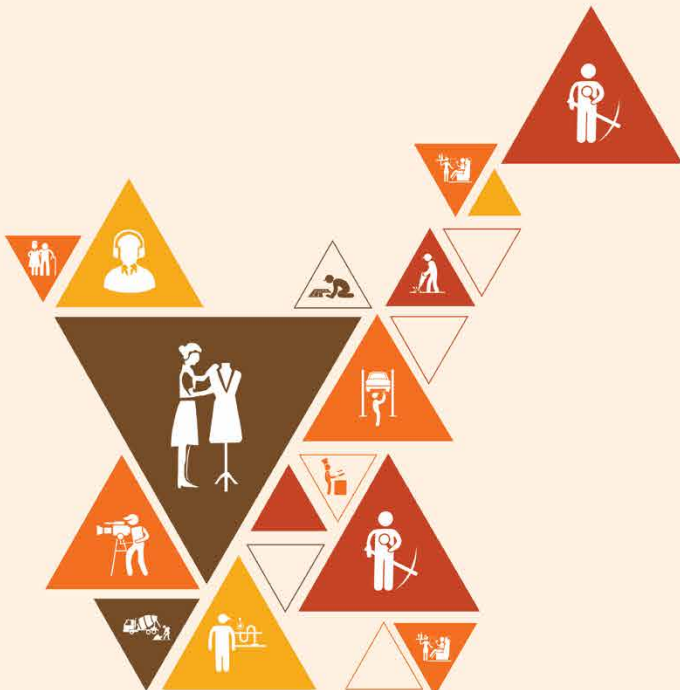
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9. Consent, Documentation and Records

Unit 9.1 – Consent and Reporting



HSS/N5114,
HSS/ N 5115,
HSS/ N 9605

Key Learning Outcomes

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

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

UNIT 9.1: Consent and Reporting

Unit Objectives

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

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

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 consent and reporting.

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.

Say

- Define consent
- Explain types of consents and the differences
- Explain the situations to demonstrate which type of consent to be used
- Talk about in detail the principles of taking consent.
- Talk about the situations when consent is not necessary.
- Talk about the importance of clear and accurate documentation and reporting of any hospital data.
- Talk about the important types of documentation and reports including:
 - » Written and electronic health records including email and faxes
 - » Audio and video tapes
 - » Images such as photographs and diagrams
 - » Observation charts and checklists
 - » Incident reports
 - » Clinical anecdotal notes or personal reflections
- Emphasize on importance of confidentiality of medical records.

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.
- 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.

Activity

- You could divide the class into two groups.
- Assign one consent form to group 1 and other consent form to group
- 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.

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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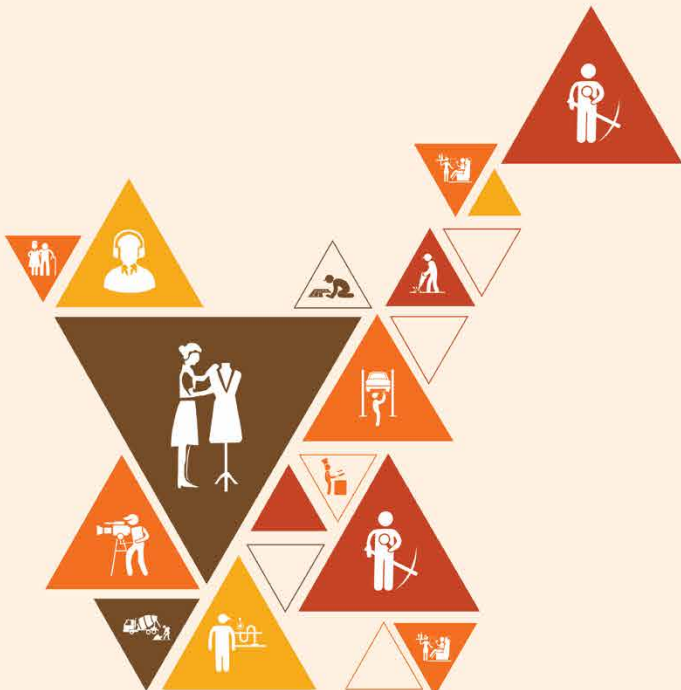
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10. Observing and Reporting

Unit 10.1 – Observing and Reporting



HSS/ N 5110)

Key Learning Outcomes

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

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

UNIT 10.1: Observing and Reporting

Unit Objectives

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

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

Resources to be Used

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

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 case note is prepared

- Describe how to prepare a diabetes education assessment plan
 - » Concerns
 - » Diabetes management
 - » Psychosocial
 - » Relevant medical and surgical history
 - » Diabetes complications/cycle of care
 - » Lifestyle
 - » Foot assessment
 - » Anthropometry
 - » Medications
- Self-care assessment and education planning (based on risk factors and current need)
- Talk about guiding principles of a diabetes education plan.

Elaborate

Observing and Reporting

As a minimum the following information should be documented at an initial appointment:

- Date and time of occurrence of service.
- Relevant history of the illness.
- Relevant physical examination, assessment findings and diagnosis.

Trainer's Note: These are supporting content to the participant manual, please adhere to the Participant Manual, page no. 137-140 and explain the participants the concept.

Tips

- Consent to treatment is the principle that a person must give their permission before they receive any type of medical treatment or examination. It can be given verbally and in writing.
- For consent to be valid, it must be voluntary and informed, and the person consenting must have the capacity to make the decision.
- Effective documentation should be:
 - » Clear, concise and accurate
 - » Contemporaneous with the events recorded in chronological order
 - » Complete
 - » Comprehensive
 - » Collaborative and person-centred
 - » Confidential

Notes for Facilitation

- Ask participants to prepare a sample diabetes education plan.
- 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

Key Learning Outcomes

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

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

UNIT 11.1: Patient's Rights

Unit Objectives

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

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

Resources to be Used

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

Do

- 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 patient's right.
- Give a situation to the participants and ask them how would they ensure patient's safety it e.g. If a patient falls from the bed, if food spills on patient's bed

Say

- Explain in detail what are the different rights of a patient and how to take care of them at a hospital.
- Also brief them about the ethical aspect of legal rights of a patient
- Discuss about the basic safety precautions and general guidelines to be followed in order to maintain patient safety and comfort.

Elaborate

As a GDA, you have to impart certain information about patients' rights to patients and caregivers. Tell your patients that you want their experience to be excellent.

You should communicate the following to the patient at the beginning- 'Here is some information that will help you make decisions about your Healthcare. If, at any time, you need more information, we want you to have it quickly. Your doctor, practice clinical staff members or administrative staff members will help you with your concerns. Please feel free to ask.'

Trainer's Note: These are supporting content to the participant manual, please adhere to the Participant Manual, page no. 143-145 and explain the participants the concept.

Ask

- Ask participants to write down ethical rights of a patient

Activity

- Divide the participants in two equal groups. Ask each of the groups to jot down two different topics (one topic for each group) which are Rights of a Patient & Ethical Aspects of Legal Rights
- Now tell the participants they have to give presentation based on their respective topics.
- Tell them they would be given a time of 10 minute for preparation. The time for presentation for each group should not exceed 15 minutes per group.
- Once the presentations are complete appreciate the efforts made by the group and summarize the highlights of the activity.

Notes for Facilitation

- 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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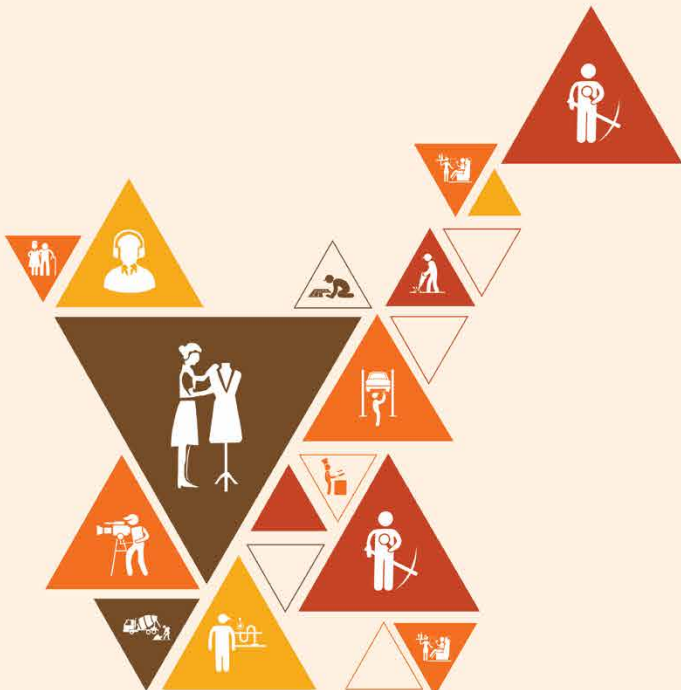
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12. Patient Basic Care and Needs

Unit 12.1 – Aid in Personal Hygiene

Unit 12.2 – Aid in Daily Activities

Unit 12.3 – Measuring Parameters



HSS/N 5101- 5106,
HSS/ N 5109, HSS/
N 5111

Key Learning Outcomes

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

1. Understand the difference of care provided to ill patients, terminally ill, physically challenged and handicapped personnel.
2. Develop knowledge for measuring height & weight of patient using instruments.
3. Develop an understanding to keep a record of Intake & output of patient.
4. Understand the importance of bathing and it's types.
5. Enlist points to observe during bathing which need to be reported.
6. Understand need for care to private body parts of patient.
7. Understand the need of "after bath care" to the patient.
8. Develop understanding for Identifying rashes, abrasions, Dryness, changes in colour, pressure areas, temperature, bruise and swelling of skin.
9. Identify pressure sores/ bed sores, understand causes for pressure sores (Bed sores).
10. Understand the importance of maintaining oral care, skin and nail care.
11. Understand the importance of oral care in case of dentures and unconscious patients.

UNIT 12.1: Aid in Personal Hygiene

Unit Objectives

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

1. Help in bathing patients.
2. Help in grooming patients.
3. Help patients in dressing.

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
- Stretcher
- Wheelchair
- Trolley
- Patient assisted devices
- Kidney tray
- Bed sore treating kit

Do

- Greet and welcome the participants to the next session of the program.
- 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.
- Ask participants importance of oral care and ask them to list 5 articles used for giving oral care to a patient.
- Ask participants how to maintain privacy and dignity of the patient.

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 three different types of baths given in a hospital. Also talk about the procedure for each of the following bath types.
 - » Complete bed bath
 - » Partial bed bath
 - » Shower or tub bath
- Detail the role of a GDA 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:
 - » Shower
 - » Self Help
 - » Complete Bed Bath
 - » Partial Bath
- Provide a list of articles needed for giving a bed bath
- Provide details on the common skin abnormalities which the GDAs should check for and how to take care of those abnormalities
- Explain the detailed procedure for giving sitz bath. Tell what types of patients need a sitz bath
- Explain the patients grooming including detailed procedures for oral care, hair care, shaving, nail care, clothing.
- Provide details on different clothing principles
- Explain importance of patients grooming and role of GDAs
- Talk about privacy and dignity of the patients
- Explain importance of maintaining clothing hygiene of the patient.

Elaborate

Help in Bathing Patients

Introduction

Bathing is a common daily task that is necessary for our personal hygiene. Bathing is done to make a patient clean, remove any dust/dirt or any other external agent from the skin, increase blood circulation, promote confidence, reduce body odour and encourage movement.

Trainer's Note: These are supporting content to the participant manual, please adhere to the Participant Manual, page no. 149-164 and explain the participants the concept.

Demonstrate

- Demonstrate with the help of following pictures the step by step process to perform bed bath:



Removing gown and linen



Applying soap



Cover the patient's chest



Applying soap on back



Wearing gloves



Applying powder to the body

Notes for Facilitation

- You could ask the students to list tips for hair care.
- Ask participants common type of skin abnormalities while bathing a patient.
- You could ask the students to identify and write some important points to maintain privacy and dignity of a patient in a hospital.
- Tell participants to complete the questions at the end of the sub unit.

UNIT 12.2: Aid in Daily Activities

Unit Objectives

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

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
- Mannequin, charts, kidney tray

Do

- Greet and welcome the participants to the next session of the program
- Tell them they are going to learn about Aid in daily activities
- Ask participants what is perineal hygiene
- Ask participants what are the points to keep in mind while doing a preliminary assessment before providing perineal care
- Ask participants what equipment are required for providing perineal care
- Ask participants what is the importance of managing elimination needs?

Say

- Talk about the patient care planning, its importance and different procedures of patient care management.
- Talk about the points to keep in mind while making a patient care plan.
- Explain in detail different techniques of feeding a patient and role of GDAs in feeding.

Explain the following types of feeding:

- Oral feeding
- Tube feeding

- Fluids or intravenous route
- Talk about the precautions to be taken by a GDA while feeding a patient with a medical condition.
- Explain the step by step procedure for feeding a patient
- Provide guidelines for serving the food to a patient
- Orient participants about the importance of the type of food given to the patients.
- Provide details on some common diet given to patients with some common medical problems
- Orient participants on some common symptoms and what diet should be given. E.g. diet in diabetes, diet in heart diseases.
- Explain the perineal care and its importance.
- Explain which types of patients need perineal care and how to do a preliminary assessment.
- Explain step by step procedure for providing perineal care.
- Talk about helping patients in the process of urination and the precautions to be taken while assisting.

Elaborate

Patient Care Planning

The General Duty Assistant has to perform certain simple procedures like enema or preparing the patient for an operation. These different procedures are a part of patient care management and assisting nurses in performing procedures as instructed in the care plan.

Trainer's Note: These are supporting content to the participant manual, please adhere to the Participant Manual, page no. 166-170 and explain the participants the concept.

Demonstrate

Demonstrate with the help of following pictures the different types of feeding:

- Oral Feeding



- Tube Feeding



- Intravenous fluids (IV fluids)



Role Play

- You could ask 2 students to come forward and role play for others. One student can become a patient and another plays the role of a GDA.
- Ask the GDA to assist the patient in feeding (through mouth).
- Ask audience what precautions are to be kept by the GDA while feeding the patient and how to encourage the patient to eat independently.

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 12.3: Measuring Parameters

Unit Objectives

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

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
- Mannequin
- Charts
- Thermometer
- BP monitor
- Weighing machine

Ask

- Ask participants what is a medical record and what kind of information it contains
- Ask participants how to measure body temperature. What is the importance of measuring body temperature of a patient?
- What is sphygmomanometers used for measuring?
- Ask purpose of medical documentation
- Ask participants to list down some of the care that nursing assistants must document.

Say

- Define "vital signs" and how they are being measured
 - » Body temperature
 - » Blood pressure
 - » Breathing rate
 - » Height and weight

Explain the following types of feeding:

- Oral feeding
- Tube feeding
- Fluids or intravenous route
- Explain procedures for measuring vital signs
- 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
 - » Elderly patients
 - » Mentally challenged patients
 - » Infectious Patients
- Talk about in detail the different procedures for providing care to the above mentioned specialized group of patients
- Talk about special precautions to be taken while providing care to specialized group of patients
- Also explain ways to improve the care of the hospitalized elderly patients
- Explain importance of medical records and methods of doing documentation
- Talk about GDAs role in medical record documentation.

Demonstrate

Discuss the steps of measuring blood pressure:

- **Step 1:** First, see that the patient is relaxed and is comfortably positioned on the bed.
- **Step 2:** The patient extends the arm. The cuff of the BP apparatus is wrapped around the patient's upper arm.
- **Step 3:** The drum of the stethoscope is placed under the pressure cuff. The sound of the blood flow is heard when the drum is placed.
- **Step 4:** 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.
- **Step 5:** 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.
- **Step 6:** The reading of the mercury level is noted when the first sound is heard on the stethoscope.
- **Step 7:** 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
- **Step 8:** The pressure cuff is removed from the arm of the patient and the patient is asked to relax.

Tips

- The heart rate, blood flow, body temperature and the oxygen supply are described as the “Vital Signs”.
- The body temperature is normally measured using a thermometer.
- The BP apparatus or sphygmomanometers is used to measure the blood pressure

Activity

- In groups of four, prepare a role play on measuring vital body parameter as:
 - » Body temperature
 - » Blood pressure
 - » Height and weight
- Provide 10 minutes to prepare for the role plays
- Once the activity is complete appreciate the efforts made by the participants and summarize the highlights of the activity.

Notes for Facilitation

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



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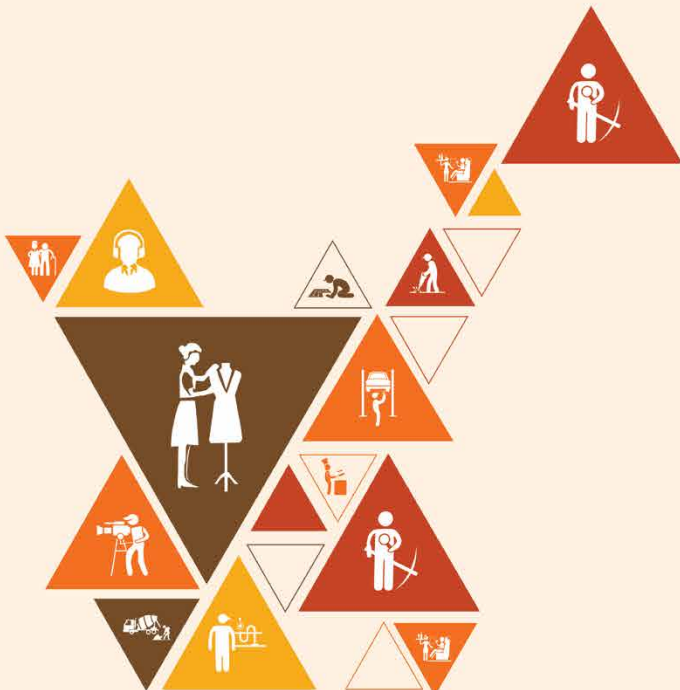
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13. Elimination

Unit 13.1 – Elimination



**HSS/N 5105, HSS/
N 5110**

Key Learning Outcomes

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

1. Understand the importance for excreta disposal in human body.
2. Understand care to be provided in case of urine and bowel Incontinence or patient with urinary catheter.
3. Observe of urine and stools for routine as well as special reporting.

UNIT 13.1: Elimination

Unit Objectives

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

1. Understand the importance for excreta disposal in human body.
2. Understand care to be provided in case of urine and bowel Incontinence or patient with urinary catheter.
3. Observe 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
- Mannequin,
- Stretcher,
- Wheelchair,
- Bed pan
- Urinals
- Diapers
- Foley catheter

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.
- Ask a volunteer to come forwards and explain how to use urinals
- Ask participant what will you do if a patient complains of pain while urinating
- Ask participants why is it important to wear gloves while helping the patient use the bed pan.

Say

- Define elimination
- Explain the importance of managing elimination needs for a patient
- Talk about the role of GDAs in managing elimination needs of a patient
- Provide details on different types of equipment used for managing elimination needs
 - » Bed Pan
 - » Urinal
 - » Diapers
 - » 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 GDA while using a bed pan
- Explain the step by step procedure for using urinals.
- Talk about the precautions to be taken by GDAs while changing a diaper of a patient
- Explain the purpose of using a diaper for a patient and demonstrate how to use it

Demonstrate

Demonstrate with the help of following pictures different equipment used for managing elimination needs:



Bed Pan



Diapers Foley



Catheters

Demonstrate placing Bed Pan for Use

- In order to help a person with the bedpan, you must put the following items within easy reach of the patient.
 - » A basin with warm water
 - » Disposable gloves
 - » Toilet paper
 - » Towels
 - » Wash clothes

Following are the steps:

- **Step 1:** 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.
- **Step 2:** 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.
- **Step 3:** Enquire the patient, on which side he/she is more comfortable.
- **Step 4:** Put on the disposable gloves.
- **Step 5:** Enquire the patient to hold the rails of the bed so that they can stay to the rolled side.
- **Step 6:** Bring the patient a warm bed pan which is rinsed in hot water and then dried. Bring it inserted in paper cover.
- **Step 7:** Place the bed pan across the buttocks, to ensure the buttocks are under the curved edge of the bed pan.
- **Step 8:** 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.
- **Step 9:** Lift the head of the patient somewhat from the bed, so that patient can come in a sitting position, which will relax him/her.
- **Step 10:** Provide some privacy to the patient. In addition, ensure that he/she has a call button nearby for contacting you.
- **Step 11:** When the patient is done, answer his call accordingly. Carry the warm water basin.
- **Step 12:** Take out the bed pan after its use.

Demonstrate the removal of the Bed Pan After use

- **Step 1:** Lower the head of the bed to a flat position, if possible.
- **Step 2:** Ask the person to turn over so that you can take away the bed pan.
- **Step 3:** Grab the bed pan with one hand and carefully take off from the person's buttocks.
- **Step 4:** If the person has had a bowel movement, use a washcloth and towel to clean the area using the appropriate cleansing methods as per your hospital's protocol.
- **Step 5:** 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.
- **Step 6:** Cleanse the person's buttocks or genital area first with toilet paper or wet wipes. If necessary, wash the anal area with soap and warm water. Dry thoroughly.
- **Step 7:** Adjust the position and dressing of the patient. Keep the bedding in order. Step 8: Open the windows to keep the air fresh and clean.

Elimination of wastes such as faeces and urine can lead to different types of infections. You must maintain hygiene while helping the patient in managing their elimination needs.

Precautions to be taken While Using Bed Pan

- Respond to the call of the patient quickly.
- Explain the process politely before placing the bed pan.

- Always wear gloves while helping the patient use the bed pan.
- If the patient complains of pain while urinating or if you observe any abnormality such as bleeding while passing urine or blood in the faecal matter, report it to the nurse or the doctor immediately.
- If you find any areas of redness or soreness on the skin of the patient near the buttocks or the genitals, report to the doctor immediately.
- Once the bed pan is removed and cleaned, fill it with warm soap water. Use a toilet brush to clean the pan thoroughly. You can also use a bleach to clean the bed pan. After cleaning the bed pan, sanitize it immediately.
- Maintain proper hygiene while managing the elimination needs of the patient. It is very critical in the prevention of many infections.

Demonstrate with the help of following pictures how to change diaper and clean body of a patient:



Diaper

Changing Diapers



(a)



(b)

Cleaning Body



(a)



(b)

Using Urinals, following are the steps:

- **STEP 1:** Collect equipment required for the procedure

- **STEP 2:** Put on safe hand gloves
- **STEP 3:** Share the procedure with the patient
- **STEP 4:** Choose a position that is comfortable for patient. If patient is not comfortable to stand on his/her feet, ask him/her to sit when using the urinal.
- **STEP 5:** Tilt the patient ward slightly, aims into the urinal.
- **STEP 6:** Empty and clean the urinal after use.

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.

Activity

- Divide the participants in four equal groups. Ask each of the groups to jot down four different topics which are Elimination, Bed Pan, Using Urinals and Using Diapers.
- Ask the students to prepare the topics and return demonstrate in the laboratory.
- Each group will prepare one topic and demonstrate through role play or on dummy in the lab

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.



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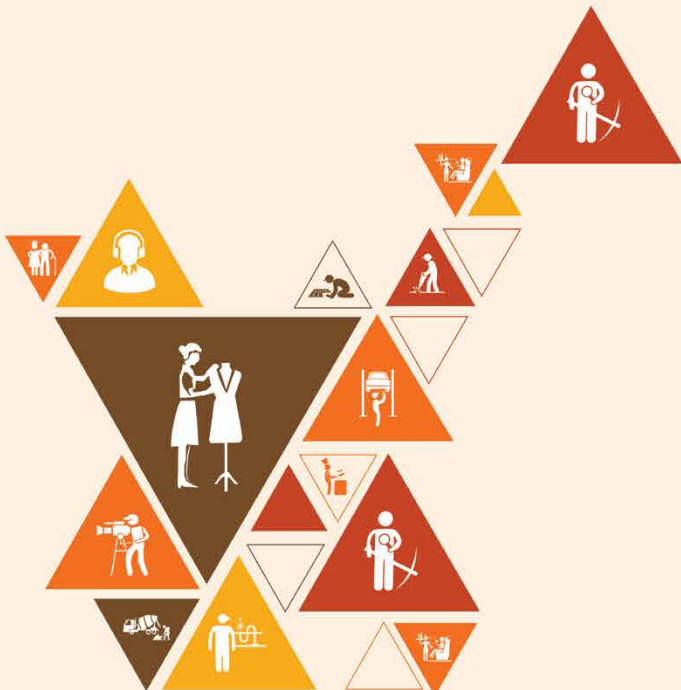
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14. Bed Making

Unit 14.1 – Bed Making



HSS/N 5114, HSS/
N 9605

Key Learning Outcomes

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

1. Understand various types of linen used in hospitals.
2. Develop an understanding for the need of periodic changing of linen.
3. Understand preparation of an empty bed, occupied bed and room after discharge etc.
4. Describe how to prepare room for admission.

UNIT 14.1: Bed Making

Unit Objectives

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

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,
- Draw sheet
- Top sheet
- Rubber sheet
- Pillow/pillow cover
- Bed sheet
- Blanket

Ask

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

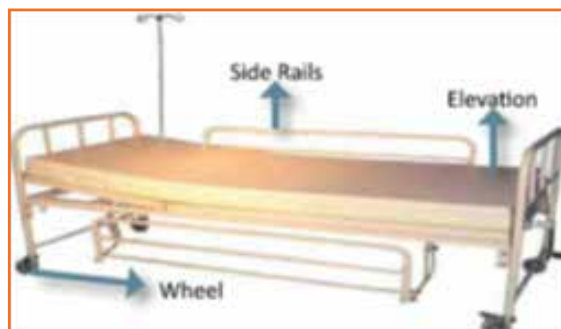
Say

- Talk about the hospital bed and how to handle it. Also, talk about different features of a hospital bed
 - » Wheels
 - » Elevation
 - » Side rails

- Provide details on different type of hospital beds
 - » Routine beds
 - » Special beds
- Talk about purpose of bed making and importance of right type of bed making for a patient
- Explain the different types of supplies required for bed making.
 - » Bed side
 - » Linen Hamper or bag
 - » Bed sheet
 - » Blanket
 - » Top sheet
 - » Pillow Cover
 - » A plastic draw sheet
 - » Cotton draw sheet
 - » Bottom Sheet
 - » Mattress Pad
 - » Gloves
- Talk about 5 types of linen used for bed making and show the sample to participants.
 - » Blanket
 - » Top sheet
 - » Cotton draw sheet
 - » Bottom sheet
 - » Rubber sheet
- Discuss important precautions while making a bed for a patient

Demonstrate

- With the help of pictures, explain what is a hospital bed and provide details about its parts.



- Explain the different types of hospital beds and their usage
- Routine beds



Simple unoccupied bed



An occupied bed

Special Beds



Cardiac Bed



Orthopaedic Bed



Operation Bed



Plaster of Paris Bed



Admission Bed



Amputation Bed

- Demonstrate the step by step procedure for bed making and highlight important points with the help of pictures



Cover the patient with a bath blanket



Place the sheet behind the patient



Place the sheet behind the patient



Place the sheet to the other side of the patient

- Show participant's different kinds of linens used for bed making in a hospital



Blanket



Top sheet



Bottom sheet



Cotton draw sheet

Practical Activity (Perform this in a Lab)

- Divide the participants in two equal groups. Ask each of the groups perform the steps of Bed Making.
- Tell them they would be given a time of 5 minute for preparation. The time for the activity for each group should not exceed 15 minutes per group.
- Once the activity is complete appreciate the efforts made by the group.
- Now ask each group to check the other group's bed and give their feedback whether they have done it right or not.
- At last, summarize the highlights of the activity.

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.



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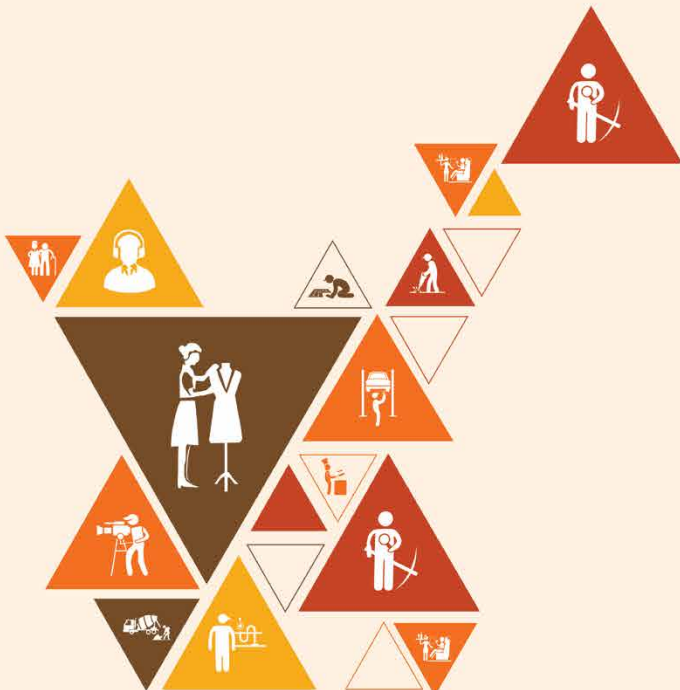
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15. Fall Prevention

Unit 15.1 – Fall Prevention



HSS/ 5101, HSS/ N
5103, HSS/ N 5105,
HSS/ N 5106, HSS/
N 5111, HSS/ N
9606

Key Learning Outcomes

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

1. Describe standards for prevention of patient's fall.
2. Describe care to be taken to avoid fall in high risk patients.
3. Describe measures to be taken to prevent falls.
4. Describe action in event of a fall incident.

UNIT 15.1: Fall Prevention

Unit Objectives

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

1. Describe standards for prevention of patient's fall.
2. Describe care to be taken to avoid fall in high risk patients.
3. Describe measures to be taken to prevent falls.
4. Describe action 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
- Mannequins,
- Patient protection and assisted devices

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 participants what to do if a patient falls from the bed in a hospital
- Ask participants how patient falls 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
 - » Pain
 - » Personal Basic Needs
 - » Position
 - » Placement
 - » Prevent Falls

Demonstrate

- Using a picture, show participants how to prevent patient from fall.



Tips

In healthcare units following fall prevention guideline need to be adopted:

- Familiarize the patient with the environment.
- Have the patient demonstrate call light use.
- Maintain call light within reach.
- Keep the patient's personal possessions within patient safe reach.
- Have sturdy handrails in patient bathrooms, room, and hallway.
- Place the hospital bed in low position when a patient is resting in bed; raise bed to a comfortable height when the patient is transferring out of bed.
- Keep hospital bed brakes locked.
- Keep wheelchair wheel locks in "locked" position when stationary.

- Keep nonslip, comfortable, well-fitting footwear on the patient.
- Use night lights or supplemental lighting.
- Keep floor surfaces clean and dry. Clean up all spills promptly.
- Keep patient care areas uncluttered.
- Follow safe patient handling practices.

Activity

- Ask students to sit in a closed group in the training room for a group debate/discussion
- Ask them
 - » How should the fall prevention program be organized at the unit level
 - » How to organize the work
 - » How will fall prevention be integrated with ongoing work processes
- Make sure every student takes part in the activity of Group debate/discussion
- Once the activity is complete appreciate the efforts made by the group
- Summarize the highlights of the activities

Notes for Facilitation

- You could ask two students to come forward and ask one student to become a patient (who has fallen from the hospital bed). Ask the second student to become the GDA.
- Ask the student playing role of the GDA to lift the fallen patient. Ask and demonstrate the right way to lift the fallen patient.





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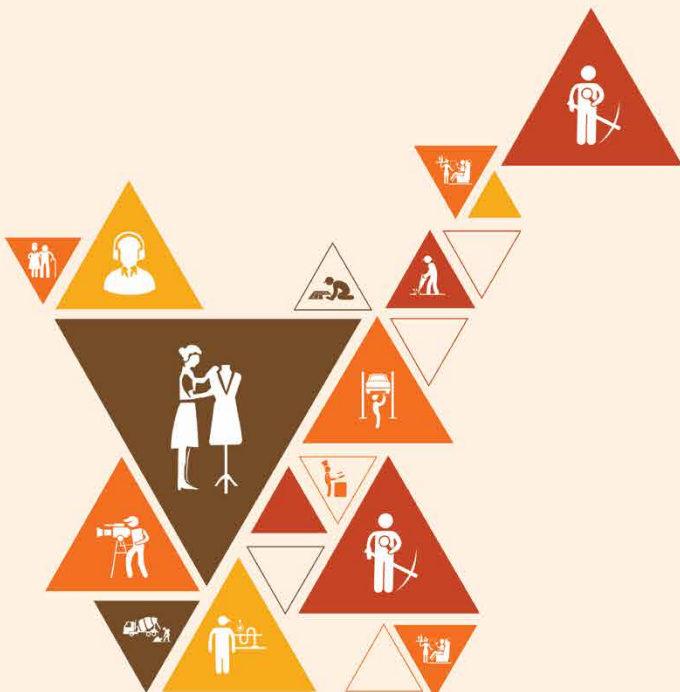
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16. Mortuary Management

Unit 16.1 – Mortuary Management



HSS / N 5115

Key Learning Outcomes

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

1. Learn managing last offices.
2. Packaging dead bodies in case of non-communicable and communicable diseases.

UNIT 16.1: Fall Prevention

Unit Objectives

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

1. Carry out last office work in the hospital

Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Full body mannequin
- Bed sheets
- Bandages
- Cotton
- Disinfectants

Do

- Greet and welcome the participants to the next unit of the program
- Tell them they are going to learn about the Mortuary Management.
- Ask participants how to react with patient's relatives in case of patient's death
- Ask participants what are the "dos" and "don'ts" to follow in case of a patient's death

Say

- Define death
- Explain the purpose of the procedure of managing last offices
- Make students aware about the signs of approaching death and how to deal with them as a GDA
- Explain the 5 psychological stages that dying persons pass through These are:
 - » Denial
 - » Anger

- » Bargaining
- » Depression
- » Acceptance
- Explain the psychological needs of a patient approaching death
- Talk about how to provide psychological support to a patient approaching death
- Explain the signs of clinical death and how to check for them
- Provide details on step by step procedure for care of body after death
- Explain students the precautions to be taken while ascertaining the death
- List articles needed for packing the dead body.

Elaborate

Definition of Death

Death affects a person physically, psychologically, emotionally, spiritually, and financially. If the death is abrupt and unexpected, or ongoing and hoped for, there are information and help accessible to address the impact of dying and death.

Trainer's Note: These are supporting content to the participant manual, please adhere to the Participant Manual, page no. 201-203 and explain the participants the concept.

Demonstrate

The procedure for Care of Body After Death: The steps for caring for a body after death are as follows:

- **Step 1:** Ascertain that the death is declared and certified by the doctor on duty. Ensure that the necessary forms are filled and signed by the person concerned.
- **Step 2:** Close the eyes immediately, straighten the arms laid at the sides. Straighten the legs. Any dentures that have been removed are to be replaced and the mouth is to be closed. Support the chin with a jaw bandage. The head should be elevated on a pillow.
- **Step 3:** Keep the body in a normal position. The body should be cared for immediately after death and before rigor mortis develops.
- **Step 4:** The body should be cared for with reverence.
- **Step 5:** Remove all the appliances used for the patient i.e. Ryle's tubes, urinary catheter, oxygen catheters, all comfort devices, blankets, drainage tubes and soiled dressings. Adhesive marks are to be removed.
- **Step 6:** Remove ornaments of any type from the dead body: List and entrust it to a close relative and obtain a receipt for delivery of the same. Any other belongings of the patient that was entrusted at the time of admission should also be checked and entrusted to the relatives.
- **Step 7:** The body is bathed, hair combed and dressed in clean clothes. Pack vagina, rectum and nose with gauze or cotton. A perineal pad and diaper is applied to prevent the escape of urine and stool.

- **Step 8:** Place three identification labels - first on the left wrist, on the chest and over the packed body with details of the name, age, sex, ward, bed no., diagnosis, cause of death, complete address, date and time of death.
- **Step 9:** Place hands over the chest and tie the thumbs and wrists together.
- **Step 10:** Tie the toe and ankles together.
- **Step 11:** Place a clean bed sheet under the body. Fold the top of the sheet over the face and shoulders.
- **Step 12:** Hold the bottom end of the sheet over the feet and then cover the body by folding the sheet from the sides and fixing it with tapes and bandages.
- **Step 13:** Place the 3rd identification tag over the sheet. Cover with another clean sheet.
- **Step 14:** In medico-legal cases the concerned authorities (CMO) should be notified and one extra death certificate is prepared by the doctor and sent to the mortuary / police inspector on duty.
- **Step 15:** If the patient was suffering from an infectious disease, the body should be handled with special care to prevent the spread of infection.
- **Step 16:** Ensure that the due payment is updated and paid. Send one copy of the death certificate to the mortuary, one to the admission office and one with a case sheet.
- **Step 17:** The dead body must be dispatched to the mortuary within half an hour after death through the bed-lift. Enter it in the dispatch book, report book and treatment book.
- **Step 18:** After the body is removed from the ward, the unit should be treated as in case of discharge of the patient i.e. fumigation, carbonisation, disinfection, etc.
- **Step 19:** Make a detailed written record of all the activities undertaken in the nurse's record of the patient and also in the nurse's report book. Record time of respiration stopped and death declared with red ink. Complete the case sheets and make an entry in the dispatch book. Special points to remember.
- **Step 20:** If the relatives want to care for the body, allow them to do so. Be kind, courteous and helpful.
- **Step 21:** The body must be transferred from the ward to the mortuary with great care, within an hour after death.
- **Step 22:** No dead body should be handed over to the relatives from the wards.
- **Step 23:** Inform the relatives that: The body can stay in the mortuary for 48 hours, after which it will be disposed of:
 - » Arrangements for bathing the body are provided in the mortuary.
 - » Arrangements for a funeral van can be made through the enquiry office on payment.
 - » Death certificate can be obtained from the medical record section on written request.

Tips

- Ascertain that the death is declared and certified by the doctor on duty.
- Ensure that the necessary forms are filled and signed by the person concerned.
- Prevent the contamination from drainages while the body is transferred.
- Relieve the mental tension of the relatives and console them.
- Prevent other patient's in the ward from having traumatic experiences

Notes for Facilitation

- You could give students a situation wherein a patient has died in the hospital ward and the relatives are very sad and crying and making noise.
- As a GDA, how would you tackle this situation in a polite manner in order to avoid other patients admitted in the ward to get affected by the relatives cries and talks.
- Tell participants to complete the questions at the end of the sub unit.



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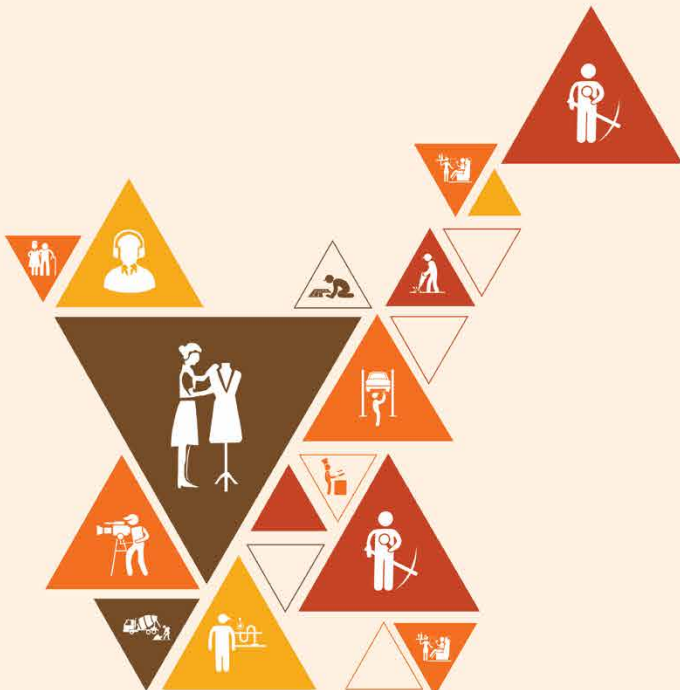


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17. Special Procedures

Unit 17.1 – Special Procedures

Unit 17.2 – Transporting Specimens



HSS/N 5105,
HSS/ N 5109,
HSS/ N 5114

Key Learning Outcomes

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

1. Learn about application of heat and cold
2. Learn to administer oxygen
3. Learn about suctioning
4. Learn about catheterization
5. Learn about Enema
6. Learn about specimen collection
7. Learn to feed through Ryle tube

UNIT 17.1: Special Procedures

Unit Objectives

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

1. Learn about application of heat and cold
2. Learn to administer oxygen
3. Learn about suctioning
4. Learn about catheterization
5. Learn about Enema
6. Learn about specimen collection
7. Learn to feed through Ryle tube

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
- Heat and cold application methods
- Patient safety tools such as wheel chairs, trolleys, side rails, PPE, First Aid kit, betadine, cotton, bandages, sanitizers, disinfectants
- Stethoscope

Do

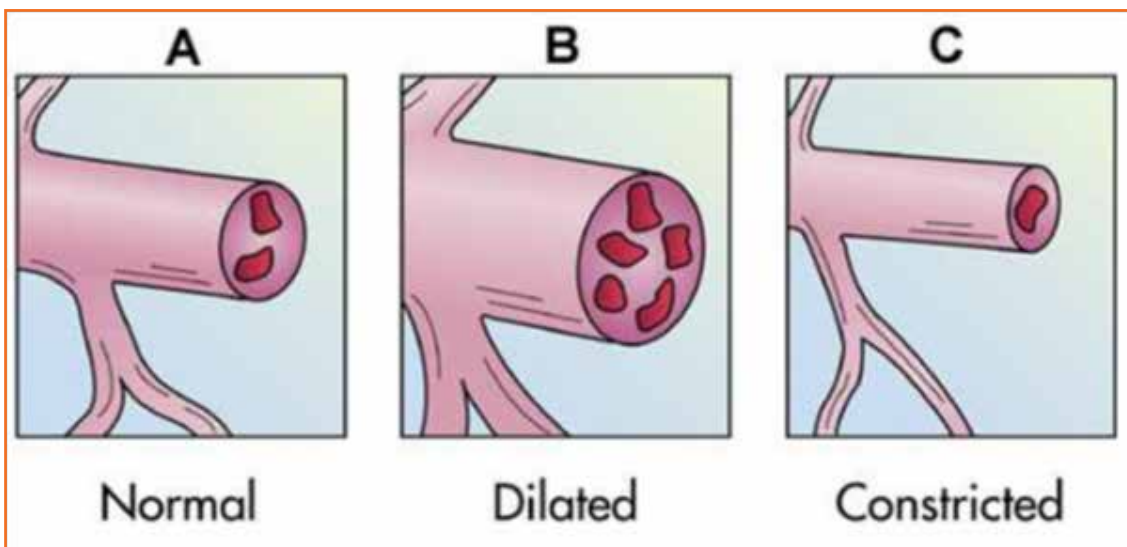
- Greet and welcome the participants to the next unit of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about special procedure
- Ask participants what are the “dos” and “don'ts” while inducing enema to a patient
- Ask participants to do oral assessment to a patient

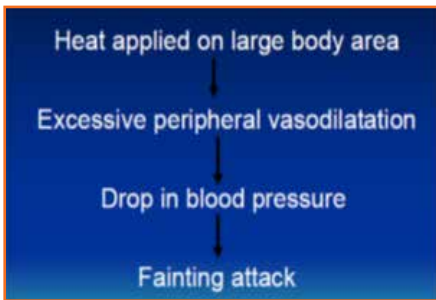
Say

- Explain the purpose of heat application and basic rules for it
- Explain local and systematic effect of heat application
- Talk about the complications associated with heat application
- Explain application of Heat and Cold
- Provide details on moist heat applications and local and systematic effects of cold
- Describe which kind of patient's heat or cold applications
- Talk about contraindications to the use of cold
- Explain the methods of applying heat and cold
 - » Hot water bag (bottle)
 - » Hot and cold packs
 - » Electrical Pads
 - » Ice Bags
 - » Compresses
 - » Soak
 - » Sitz Bath or hip bath
 - » Cooling Sponge Bath
- Describe the steps of heat and cold applications

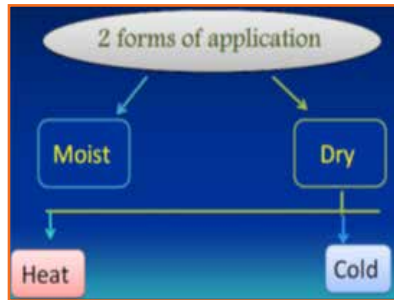
Demonstrate

- Demonstrate with the help of picture the results of heat and cold applications

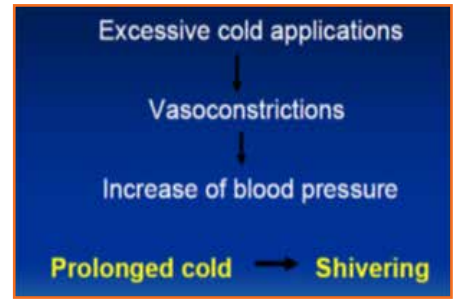




Systematic effects of heat

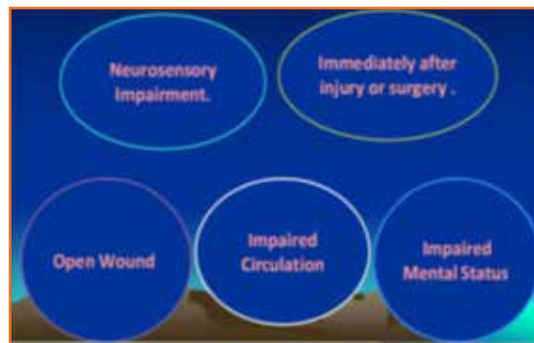


Application of Heat and Cold



Systematic effects of cold

- Explain with the help of following the contraindications to the use of cold:



- The table mentioned-below shows what should be applied to attain the specific temperature

Description	Temperature	Application
Very cold	Below 15C	Ice bag
Cold	15-18 C	Cold packs
Cool	18 – 27 C	Cold compresses
Tepid	27 – 37 C	Alcohol sponge bath
Warm	37 – 40 C	Warm bath
Hot	40 – 46 C	Hot soak, hot compresses
Very Hot	Above 46 C	Hot water bag for adult

Say

- Talk about salient features of administering oxygen in case of emergency
 - » Assessing patients
 - » Oxygen administration
- Explain the purpose of suctioning and its importance
- Detail the step by step procedure for operating a suctioning machine
- Explain the precautions to be taken by a GDA handling the suctioning machine
- Describe different types of suctioning
- Talk about the use of catheters and its components

Demonstrate

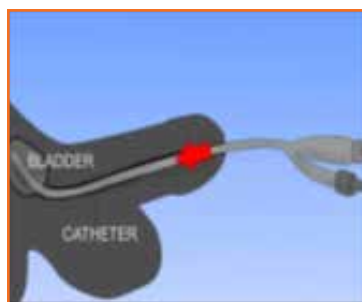
- Show a picture for oxygen administration



- Explain the process of applying catheter and highlight important points of application with the help of pictures



(Lubricate the catheter)



Put the catheter



Inflate the balloon

Say

- Talk about use of Ryle's tube

Demonstrate

- Explain with the help of following pictures the step by step procedure for using a Ryle's Tube:



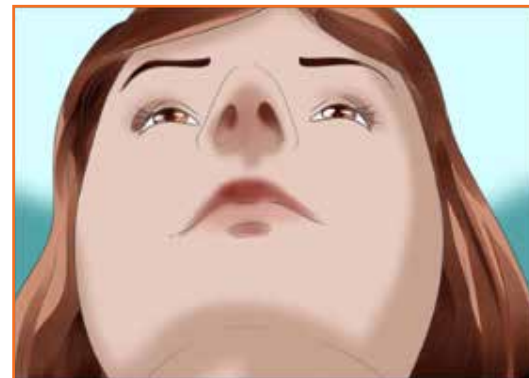
Step 1: Wash your hands well with soap and water and put on a pair of disposable gloves.



Step 2: Explain the procedure to the patient.



Step 3: Position the patient: After the feeding is finished, add warm water to the feeding syringe and let it flow by gravity.



Step 4: Examine the nostrils.



Step 5: Measure the tube. Measure the necessary tube length by drawing the NG tubing across the outside of the patient's body.



Step 6: Lubricate the tube



Step 7: Insert the tube into the chosen nostril.

Say

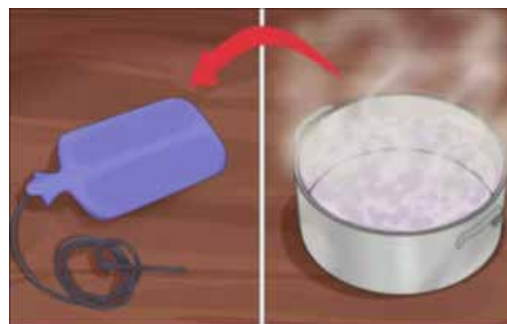
- Talk about the purpose of enema and procedure to induce enema
- Talk about the how to take care of the skin
- Explain the different types of enemas
 - » Large
 - » Small
 - » Retention
- Explain the precautions to be taken by GDA while inducing enema

Demonstrate

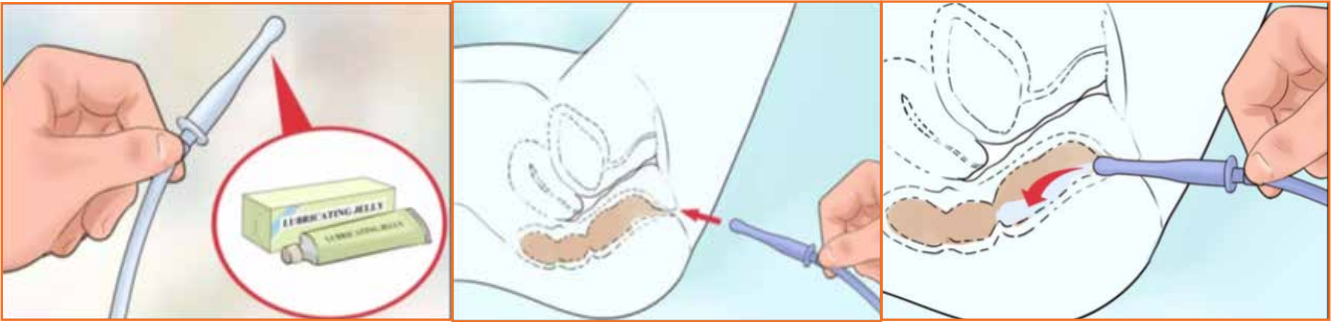
- Demonstrate how to administer enema to patients



Enema kit



Filling Enema



Preparing Enema

(a) Inserting Enema

(b) Inserting Enema

- Talk about different solutions used in enemas



Top water Enema



Coffee Enema

Say

- Discuss about the ways to improve the care of the hospitalized patient.

Elaborate

When people grow old their physiological function decreases. So, while looking after the old people, we should keep the following things in mind:

- **Vision:** Commonly, the old people have low vision. Some of them also have cataract or glaucoma. Prior to any healthcare process or examination, it is necessary to inform them about the same and to ensure they are psychologically prepared.
- **Hearing:** The old people have less hearing ability so, you need to talk in a loud voice with them and to avoid shouting.
- **Touch:** Especially if they have pain as a result of diseases, never overlook their minor response.
- **Skin:** They have ache because of the sicknesses, never ignore their minor reaction. The layer of subcutaneous fat inside the elderly is more diluent than that of adolescents. Their skin furthermore loses elasticity because of lack of hydration.

- **Endocrine:** Elderly people easily get tired or even sick due to diminished endocrine function and decreased metabolism. Be patient when dealing with these elderly.
- **Renal:** To functioning the system, individuals have such incontinence, frequent urination, etc. Assist them if they need toileting and, wait with them.
- **Musculoskeletal:** Obvious changes such as general weakness could easily be seen in this kind of patients. Assist them to move about if necessary. Be patient with their slower motion.
- **Others:** Many old people could still lead a healthy life, on the other hand some may have heart, lung, liver or other diseases. Whatever health condition the elderly may have, we should give appropriate care, attention and assistance to meet their needs.

Old people get tired easily. They may have lessened ability to express. Be patient when communicating with them. Let them finish what they want to say.

Explain

Explain the participants about the Care for Mentally Challenged:

- Oral cleanliness is often neglected in adults with mental disorder. Patients who have lessened mobility or incontinence are more probable to chapped skin. Care takers should be guided on apt skin care. Patients with tracheotomy and percutaneous endoscopic gastrostomy (PEG) may have chronic colonization with bacteria such as methicillin-resistant *Staphylococcus aureus*.
- Often patients with physical disabilities develop swallowing challenges, which can result in choking, malnutrition, poor hydration and other such risks. Hypoxemia occurring during oral feedings can be noticed on the patient using heartbeat oximetry.
- People with poor oral skills often struggle in communicating their discomfort that are associated with gastroesophageal reflux disease (GERD).
- Constipation and faecal impaction are commonly found in the persons with mental retardation which may result in unexpected changes in behaviour.
- Menstrual distress can be a cause of disturbance and aggression, including self-injurious conduct. Seizures in people with hindrance are probably going to be extreme, happen as a rule, and be hard to control. Neuromuscular scoliosis is very common among the people with retardation, especially those with cerebral palsy. Bracing is probably not going to be successful in settling this kind of scoliosis. Contractures are likely to develop in those people who can't use lower extremities on their own. However, symptomatic cure can be given by surgical interventions like tendon lengthening, tendon release, osteotomy, etc.
- Osteoporosis is common, among the non-weight bearing patients as a few as 50% of adults with mental retardation have osteopenia or osteoporosis.
- For persons unable to communicate adequately, a change in behaviour may be the first indication of a problem.

Say

Tell the participants about the ways of taking care of patients with infectious disease:

- Use proper personal protective equipment (PPE).
- Follow proper cleaning and disinfecting procedure.
- Identify and properly isolate infectious disease.
- Wash your hands before and after giving treatment to patient.
- If required don't hesitate to consult a superior or a doctor.

Tips

Before starting any special procedure make sure:

- To wash your hands.
- Explain the procedure to the patient.
- Collect all the necessary equipment and supplies for the required treatment.
- Clean and leave patient in a comfortable position after the treatment.
- Clean and disinfect all the equipment.
- Wash your hands and dispose all the waste properly

Notes for Facilitation

- You could identify the most experienced GDA in the group and ask them to share their experiences while inducing enema, application of heat and cold to the patients.
- 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 17.2: Transporting Specimens

Unit Objectives

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

1. Collect specimen
2. Transport patient's samples/specimens

Resources to be Used

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

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 transporting specimens.

Ask

- Ask participants to write a note on the importance of laboratory testing and precautions to be taken while collecting specimens.
- Ask participants what are ways you can help the nursing staff in collecting specimens

Say

- Define specimen
- Explain the importance of managing a specimen
- Provide details of different types of samples collected by GDAs in a hospital
 - » Stool, sputum, urine
 - » Blood (liquid or dry)
 - » Skin scrapping, tissue material
 - » Nasal secretions, throat swab
 - » Pus and other body fluids
- Explain the procedure to manage these specimens
- Talk about basic rules of right sample collection
 - » Right Specimen
 - » Right time
 - » Right patient
 - » Right method

Notes for Facilitation

- Ask students to describe the different type of specimen collection.
- Ask students to share their experiences while performing the specimen collection.
- 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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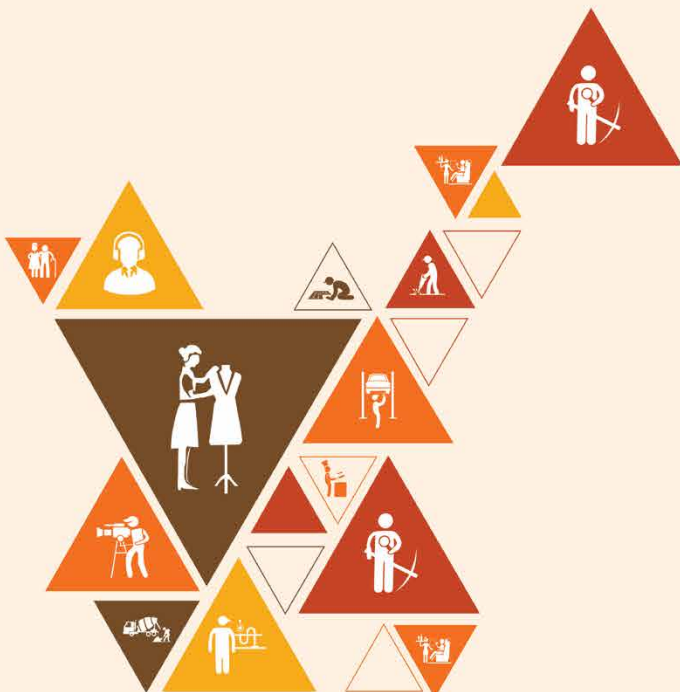
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18. Role of a GDA in Sanitation, Safety and First-Aid

Unit 18.1 – Safe Working Environment

Unit 18.2 – First-Aid



HSS/N 9606,
HSS/ N 5110

Key Learning Outcomes

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

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

UNIT 18.1: Safe Working Environment

Unit Objectives

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

1. Learn to 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
- Mock Drills
- Charts
- Fire extinguisher
- Flip chart

Do

- Greet and welcome the participants to the next unit of the program.
- Tell them they are going to learn about safe working environment
- Ask participants how to promote a safe working environment
- Ask participants what needs to be done to maintain fire safety measures.

Say

- Provide an overview on the importance of patient safety
- Talk about how to promote a Safe Working Environment
- Talk about how to reduce risk in a hospital setting
- Explain the various measures important in a hospital setting to reduce risk
 - » Hospital Electrical Safety Measures
 - » Hospital Fire Safety Measures
 - » Hospital Environment Safety Measures

Tips



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

Activity



- Dividing the class in different groups, give situations of environment emergency and ask the group to interpret and combat the situation.

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 18.2: First-Aid

Unit Objectives

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

1. Apply first aid on an injured person.
2. Understand the procedures of doing CPR

Resources to be Used

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

Do

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

Say

- Provide an overview on the First aid and its importance
- Explain First aid pyramid
- Explain the situations in which first aid is required
- Talk about four A's of first aid
- Talk about precautions to be taken while delivering first aid

- Explain the different types of injuries to provide first aid
- Explain how to provide first aid for different degrees of burns
- Explain what is splints and aids of torso
- Talk about situations when to use splints
- Explain causes, symptoms, treatment for bleeding
- Explain the steps to avoid bleeding

Elaborate

- Show the first aid pyramid
- Explain the vital signs require first aid
Copy from Participant Manual, Page No- 235, Fig.18.2.2: Vital Signs
- Discuss the differentiate between vital signs as good or poor with the help of a table mentioned-below:



Vital Signs	Good	Poor
Heart Rate	60 – 100 beats per minute	Less than 60 or greater than 100 beats per minute
Respiration	14 – 16 breaths per minute	Less than 14 beats per minute
Skin	Warm, pink and dry	Cool, pale and moist
Consciousness	Alert and oriented	Drowsy or unconscious

- Explain the 4As of first aid
Copy from Participant Manual, Page No- 236, Fig.18.2.3: Four A's of First Aid
- Explain the different types of splints used for various injuries
Copy from Participant Manual, Page No- 237, Fig.18.2.4 – 18.2.5

Notes for Facilitation

- Ask students how to handle a situation when first aid is required at triage for a road accidental case.
- Ask them to complete the exercise given at the end of the unit in the handbook.



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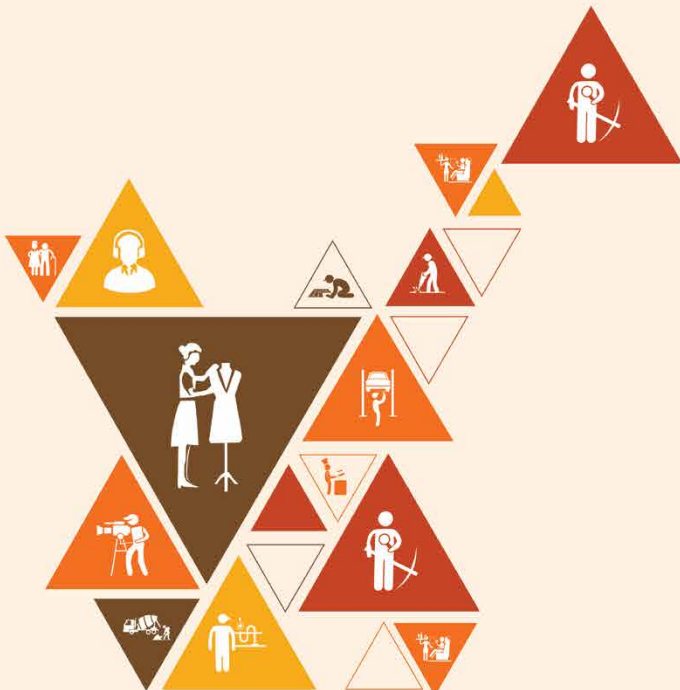


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19. Infections Control and Prevention

Unit 19.1 – Prevent and Control infection

Unit 19.2 – Handling and Cleaning of Equipment



HSS/N 5108

Key Learning Outcomes

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

1. Identify the deviation from normal health.
2. Explain Hospital borne infections.
3. Explain practices to curb the disease.

UNIT 19.1: Prevent and Control Infection

Unit Objectives

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

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
- Charts
- PPE
- Articles of hand hygiene (soap, water, towel, etc.)
- Gown
- Shoe cover
- Head gear
- Gloves

Do

- Greet and welcome the participants to the next unit of the program.
- Tell them they are going to learn how to prevent and control infection.
- Ask participants what is infection control.
- Ask participants to list down the areas which are to be maintained as infection free in hospitals

Say

- Talk about the importance of infection control in a hospital setting
- Provide details on how to control infections in hospital settings
- Provide details why infections occur in hospitals and nursing homes
- List down places in a hospital where it is necessary to maintain special infection control
 - » Labour and delivery room
 - » Infant nursery
 - » New mother's area
 - » ICU etc.
- Explain the cycle of infection and give examples how infection spreads in a hospital setting
- Talk about infection control measures in detail
- Talk about standard precautions to be taken by healthcare workers handling any substance of the hospital which may have infection
- Provide details on standard precautions practices
- Talk about special transmission precautions and situations to be taken in
- Highlight the roles of GDAs in infection control in a hospital setting
- Talk about bed sores, causes, symptoms, common sites and its treatment

Elaborate

Infection Control

Controlling infections in hospitals, nursing homes, assisted living homes and other places where healthcare is provided is very important. This is the first step to stop the spread of infection, or germs, to patients, residents, staff and visitors.

Trainer's Note: These are supporting content to the participant manual, please adhere to the Participant Manual, page no. 245-253 and explain the participants the concept.

Field Visit

Field Visit – 1

- Make groups of four each.
- Ask participants to perform a short visit to the CSSD department of the hospital.
- Provide 30 minutes to visit and prepare notes.

Field Visit – 2

- Make groups of four each.
- Ask participants to perform a short visit to infection prevention & control department and meet infection control personnel.
- Provide 30 minutes to visit and prepare notes.

Tips

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

Notes for Facilitation

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

UNIT 19.2: Handling and Cleaning Equipment

Unit Objectives

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

1. Clean equipment under supervision

Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Hospital articles (mackintosh, rubber sheet, catheter, linen, sharp instrument, etc.)

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.

Ask

- Ask participants how to clean hospital linen
- Ask participants precautions to be taken while cleaning the rubber goods in a hospital

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
 - » Personnel training
 - » Proper device preparation
 - » Quality of water
 - » Adherence to guidelines and manufacturer's directions for use
- Explain the purpose of care of hospital articles
 - » Rubber goods, Mackintosh, Rubber tube, Catheter
 - » Enamel ware
 - » Glassware
 - » Sharp instruments
 - » Stainless steel goods
 - » Linen
 - » Furniture

Tips

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

Activity

- Ask students to divide into 2 groups.
- Ask each of the groups to write on a chart about basic cleaning solutions and caring of the 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



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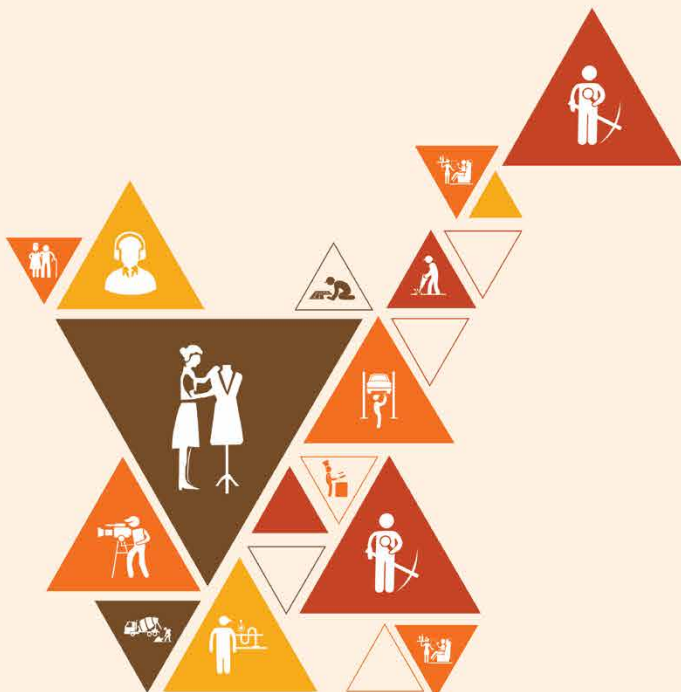
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20. Institutional Emergencies, Fire Safety and Security

Unit 20.1 – Maintain Workplace Health and Safety



HSS/ N 9606

Key Learning Outcomes

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

1. Ensure own personal health and safety, and that of others in the workplace through precautionary measures.
2. Identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority.
3. Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency.

UNIT 20.1: Maintain Workplace Health and Safety

Unit Objectives

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

1. Ensure own personal health and safety, and that of others in the workplace through precautionary measures.
2. Identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority.
3. Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency.

Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Crash cart
- Emergency codes
- Fire extinguisher
- Evacuation Manuals

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 maintain workplace health and safety.

Activity

- Ask participants what are the “dos” and “don'ts” of evacuation plan during earthquakes.
- Ask participants how to deal with a environmental emergency

Say

- Provide an overview on the emergency evacuation need and conditions for evacuation
- Provide a brief overview of a company's evacuation policy
- Brief participants about mock drills and evacuation plans
- Give examples of medical emergencies
- Explain how to deal with medical emergencies
- Explain situations of medical emergency and how to deal with them

Elaborate

Emergency evacuation is needed when staying within the building is not safe anymore. Every organization has an evacuation procedure. Every organization has a safe place within the organization compound or outside the organization compound where all employees are expected to assemble in case of an emergency evacuation. The team leader guides the team and takes them to a safe place. It is very important in these cases, to assemble at the safe area immediately.

Trainer's Note: These are supporting content to the participant manual, please adhere to the Participant Manual, page no. 263-264 and explain the participants the concept.

Tips

- Call for the appropriate action to deal with the emergencies including fire, security and accidents.
- Call for the appropriate help.
- Continue to provide help until someone who is qualified to deal with the emergency is available.
- Support patient and others including family caregivers who may be affected by the emergency.
- Record and report emergencies as per the organisational policy.

Notes for Facilitation

- You may ask volunteers to talk about important points to be kept in mind while tackling a medical emergency
- 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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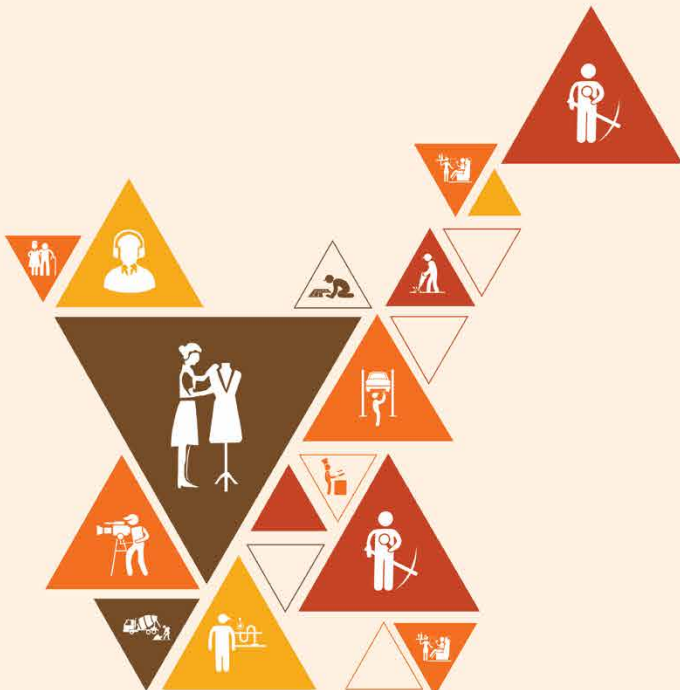
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21. Emergencies in Healthcare and Response to Patient Call

Unit 21.1 – Emergencies in Healthcare and Response to Patient Call



HSS/ N 5112 , HSS/
N 5110

Key Learning Outcomes

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

1. Describe emergencies in Hospital and general conditions.
2. Know the Hospital Emergency Codes.

UNIT 21.1: Emergencies in Healthcare and Response to Patient Call

Unit Objectives

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

1. Describe emergencies in Hospital and general conditions.
2. Know the Hospital Emergency Codes.

Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Crash cart,
- Emergency codes,
- Fire extinguisher

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 emergencies in healthcare and how to response to patient call.
- Ask participants what precautions to be taken for maintaining health and safety of staff and patients in a hospital.

Say

- Provide an overview of the emergency department in a hospital
- Talk about what are some of the common emergencies in hospitals
 - » Child fever
 - » Injuries
 - » Chest pain

- » Abdominal pain
- » Back pain
- » Shortness of breath
- Explain the importance of special medical attention to emergencies in fire burn
- Describe essential management points for fire burn
- Describe how burns are categorized into different degrees and its causes
- Explain the treatment of burns
- Talk about precautions to be taken while treating burns
- Explain the role of GDAs in providing care to emergency patients
- Explain the hospital emergency codes to alert staff for various medical emergencies

Elaborate

- With the help of pictures, the hospital emergency codes to alert staff for various medical emergencies
- RED for fire.
- BLUE for adult medical emergency.
- WHITE for pediatric medical emergency.
- PINK for infant abduction.
- PURPLE for child abduction.
- YELLOW for bomb threat.
- GRAY for a combative person.
- SILVER for a person with a weapon and/or active shooter and/or hostage situation.
- ORANGE for a hazardous material spill/release.
- TRIAGE INTERNAL for internal disaster.
- TRIAGE EXTERNAL for external disaster.



Tips

- Examine the area where you work and the equipment you use are safe and meet your organisation's health and safety policies.
- Remove any threat to health and safety of staff and patient.
- Report health and safety issues to the concerned people
- Check that the people who are at your workplace have a right to be there.

Notes for Facilitation

- You may ask volunteers to go around in the hospital and check and count the areas where safety equipment is seen in the hospital.
- 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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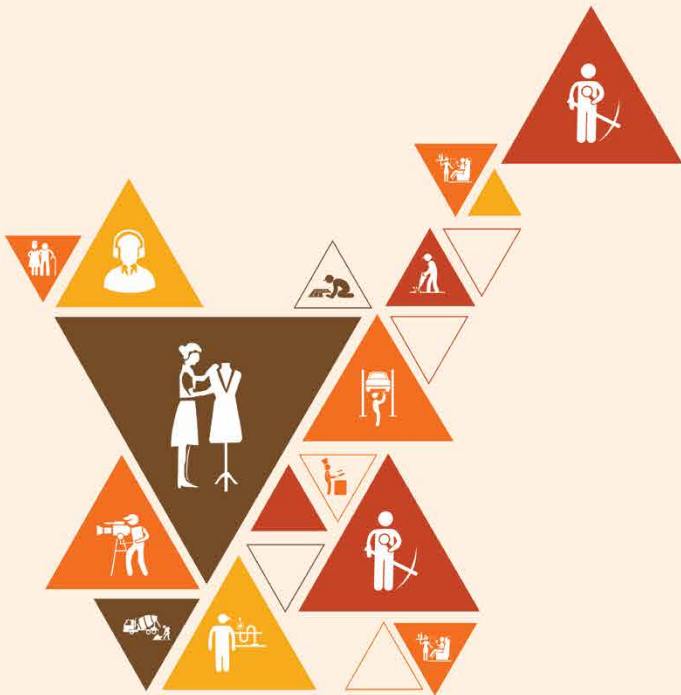
22. IT Skills

Unit 22.1 – Introduction to Computer

Unit 22.2 – MS Word

Unit 22.3 – MS Excel

Unit 22.4 – Internet Concepts



Key Learning Outcomes

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

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 22.1: Introduction to Computer

Unit Objectives

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

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 22.2: MS Word

Unit Objectives

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

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:
 - » Creating a word document
 - » Saving a word document
 - » How to change font size and type in a word document
- Bulleting and numbering
- Formatting

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

Activity

- You could 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 22.3: MS Excel

Unit Objectives

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

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:
 - » Creating a new blank workbook
 - » Insert text

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

Notes for Facilitation

- You could 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 22.4: Internet Concepts

Unit Objectives

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

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 GDAs 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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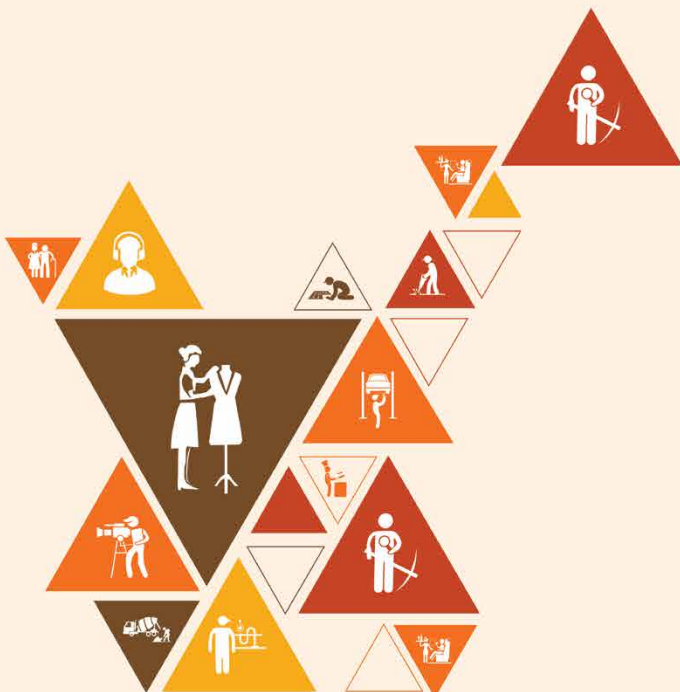
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23. Soft Skills and Communication Skills

Unit 23.1 – Soft Skills and Communication Skills



HSS/N/5107,
HSS/N/9603,
HSS/N/9604,
HSS/N/9605 &
HSS/N/9607

Key Learning Outcomes

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

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 23.1: Soft Skills and Communication Skills

Unit Objectives

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

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

Resources to be Used

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

Do

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

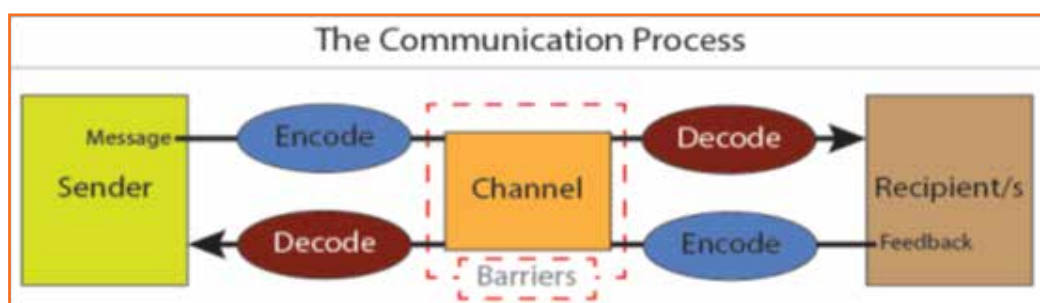
Say

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

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

Demonstrate

- Show the communication process



Tips

Healthcare professional should use clear model of communication:

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

Activity

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

Notes for Facilitation

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



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24. Employability and Entrepreneurship Skills

Unit 24.1 – Personal Strengths & Value Systems

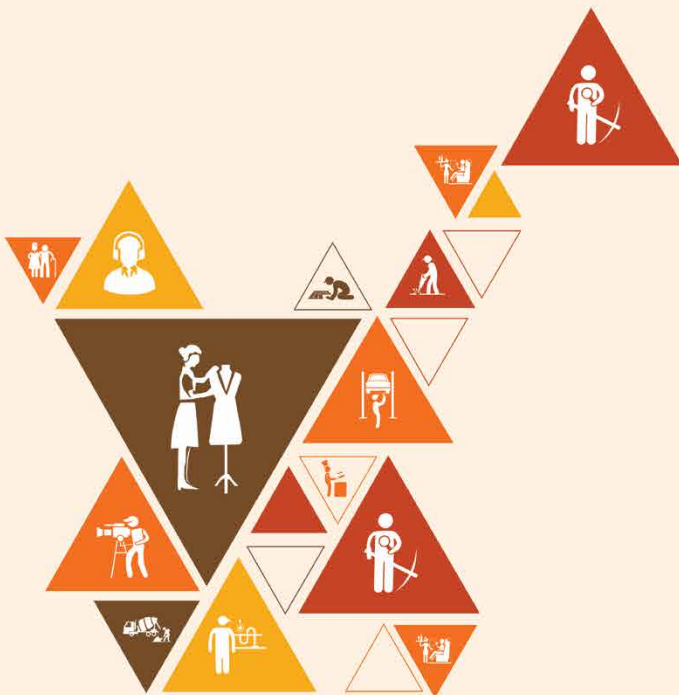
Unit 24.2 – Digital Literacy: A Recap

Unit 24.3 – Money Matters

Unit 24.4 – Preparing for Employment & Self Employment

Unit 24.5 – Understanding Entrepreneurship

Unit 24.6 – Preparing to be an Entrepreneur



Introduction: Employability and Entrepreneurship Skills

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

Ice breaker

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

Five of Anything Ice Breaker Steps:

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

Expectation Mapping

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

Defining Objectives

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

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

In order to effectively facilitate this workshop:

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

General instructions for role playing:

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

UNIT 24.1: Personal Strengths & Value Systems

Key Learning Outcomes



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

UNIT 24.1.1: Health, Habits, Hygiene: What is Health?

Unit Objectives

At the end of this unit, participants will be able to:

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

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Role Play

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

Summarize

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

Say 

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

Activity 

- Health Standard Checklist from the Participant Handbook.

Ask 

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

Say 

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

Do 

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

Summarize 

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

Ask **Discuss:**

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

Say 

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

Activity 

- Health Standard Checklist: Hygiene

Say

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

Do

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

Ask

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

Summarize

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

Ask

- What is a habit?

Say

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

Summarize

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

UNIT 24.1.2: Safety

Unit Objectives

At the end of this unit, participants will be able to:

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

Resources to be Used

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

Say

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

Team Activity

Safety Hazards

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

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

Ask

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

Say

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

Do

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

Say

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

Do

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

Ask

De-briefing

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

Summarize

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

UNIT 24.1.3: Self Analysis- Attitude, Achievement Motivation: What is Self Analysis?

Unit Objectives

At the end of this unit, participants will be able to:

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

Resources to be Used

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

Activity

- This is a paper pencil activity.

What are the three sentences that describe you the best?

What do you need to live happily?

What are your strengths and weaknesses?

Do

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

Say

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

Team Activity

Tower building

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

Do 

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

Ask 

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

Say 

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

Ask 

- Is your attitude positive or negative?

Say 

- Let me tell you a story :

It's Little Things that Make a Big Difference.

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

Ask 

- What did you learn from this story?

Activity **What Motivates You?**

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

Do 

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

Say 

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

Summarize 

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

UNIT 24.1.4: Honesty & Work Ethics

Unit Objectives

At the end of this unit, participants will be able to:

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

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Do

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

Team Activity

Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

Scenario 4

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

Say

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

Do 

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

Summarize 

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

UNIT 24.1.5: Creativity and Innovation

Unit Objectives

At the end of this unit, participants will be able to:

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

Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens

Ask

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

Say

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

A.P.J. Abdul Kalam

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

Water filter/purifier at source

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

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

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

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

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

Solar seeder

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

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

Looms for physically challenged

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

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

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

Ask 

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

Say 

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

Team Activity 

- This is a group activity.

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

Activity De-brief

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

Do 

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

Summarize

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

Notes for Facilitation

- Source for stories on innovations:

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

UNIT 24.1.6: Time Management

Unit Objectives

At the end of this unit, participants will be able to:

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

Resources to be Used

- Participant Handbook

Ask

Does this sound like you?

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

Example

- Let's look at these two examples:

Example 1:

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

Example 2:

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

Ask

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

Activity

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

Say

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

Ask

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

Say

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

Activity

Effective Time Management

- This activity has two parts:

PART 1 TO-DO LIST

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

PART 2 URGENT-IMPORTANT GRID

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

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

TO- DO list format

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

URGENT-IMPORTANT GRID

URGENT/ IMPORTANT

- Meetings
- Last minute demands
- Project deadlines
- Crisis

NOT URGENT/ IMPORTANT

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

1

2

3

4

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

URGENT/ NOT IMPORTANT

- Internet surfing
- Social media
- Watching TV

NOT URGENT/ NOT IMPORTANT

URGENT/ IMPORTANT GRID format

URGENT/ IMPORTANT

NOT URGENT/ IMPORTANT

1

2

3

4

URGENT/ NOT IMPORTANT

NOT URGENT/ NOT IMPORTANT

Do

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

Say

Activity De-brief:

How can we balance tasks between the four categories?

How to manage time through this grid?

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

Summarize

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

Notes for Facilitation



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

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

UNIT 24.1.7: Anger Management

Unit Objectives

At the end of this unit, participants will be able to:

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

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Do

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

Activity

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

Ask

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

Say

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

Do

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

Activity

Trigger points and Anger Management Techniques Activity

Anger Triggers

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

Result of your anger:

--

Write the techniques that you use to manage your anger:

Anger Management Techniques

Say

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

Do

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

Ask

De-brief questions:

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

Summarize

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

Notes for Facilitation

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

UNIT 24.1.8: Stress Management: What is stress?

Unit Objectives

At the end of this unit, participants will be able to:

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

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Do

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

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

Team Activity



Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

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

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

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

Scenario 4

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

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

Ask**De-brief questions:**

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

Say

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

Do

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

Say

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

De-brief:**Scenario 1**

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

Scenario 2

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

Scenario 3

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

Scenario 4

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

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

Do 

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

Scenario 5

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

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

Say **De-brief:**

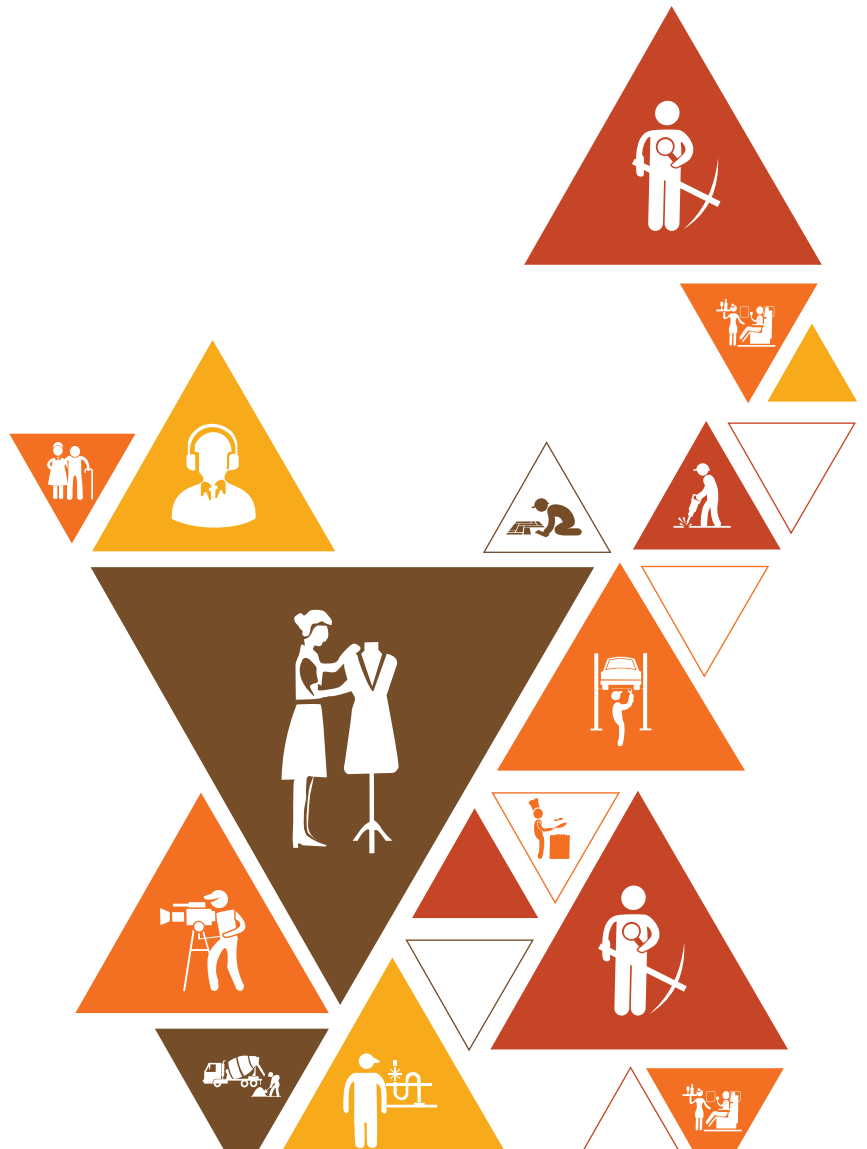
- Not all stress is harmful; good stress is actually energizing. This was a case of lifesaving stress, or hero stress, which is an important example of good stress. You may have heard stories in which a person performs an impossible feat of physical strength in order to save their life or the life of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

Summarize

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

Notes for Facilitation

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



UNIT 24.2: Digital Literacy: A Recap

Key Learning Outcomes



At the end of this unit, participants 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 the functions of basic computer keys
5. Discuss the main applications of MS Office
6. Discuss the benefits of Microsoft Outlook
7. Identify different types of e-commerce
8. List the benefits of e-commerce for retailers and customers
9. Discuss Digital India campaign will help boost e-commerce in India
10. Describe how you will sell a product or service on an e-commerce platform

UNIT 24.2.1: Computer and Internet Basics: Basic Parts of a Computer

Unit Objectives

At the end of this unit, participants will be able to:

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

Resources to be Used

- Participant Handbook
- Computer Systems with the required applications

Say

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

Explain

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

Ask

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

Say

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

Summarize

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

Practical

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

Do

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

UNIT 24.2.2: MS Office and Email: About MS Office

Unit Objectives

At the end of this unit, participants will be able to:

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

Resources to be Used

- Participant Handbook
- Computer Systems with MS Office

Ask

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

Say

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

Explain

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

Ask

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

Say

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

Do 

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

Demonstrate 

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

Practical 

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

Summarize 

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

UNIT 24.2.3: E-Commerce

Unit Objectives

At the end of this unit, participants will be able to:

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

Resources to be Used

- Computer System with internet connection
- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Team Activity

E-commerce examples

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

Say

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

Do

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

Say

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

Explain

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

Say

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

Role Play

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

Ask 

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

Say 

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

Do 

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

Ask 

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

Say 

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

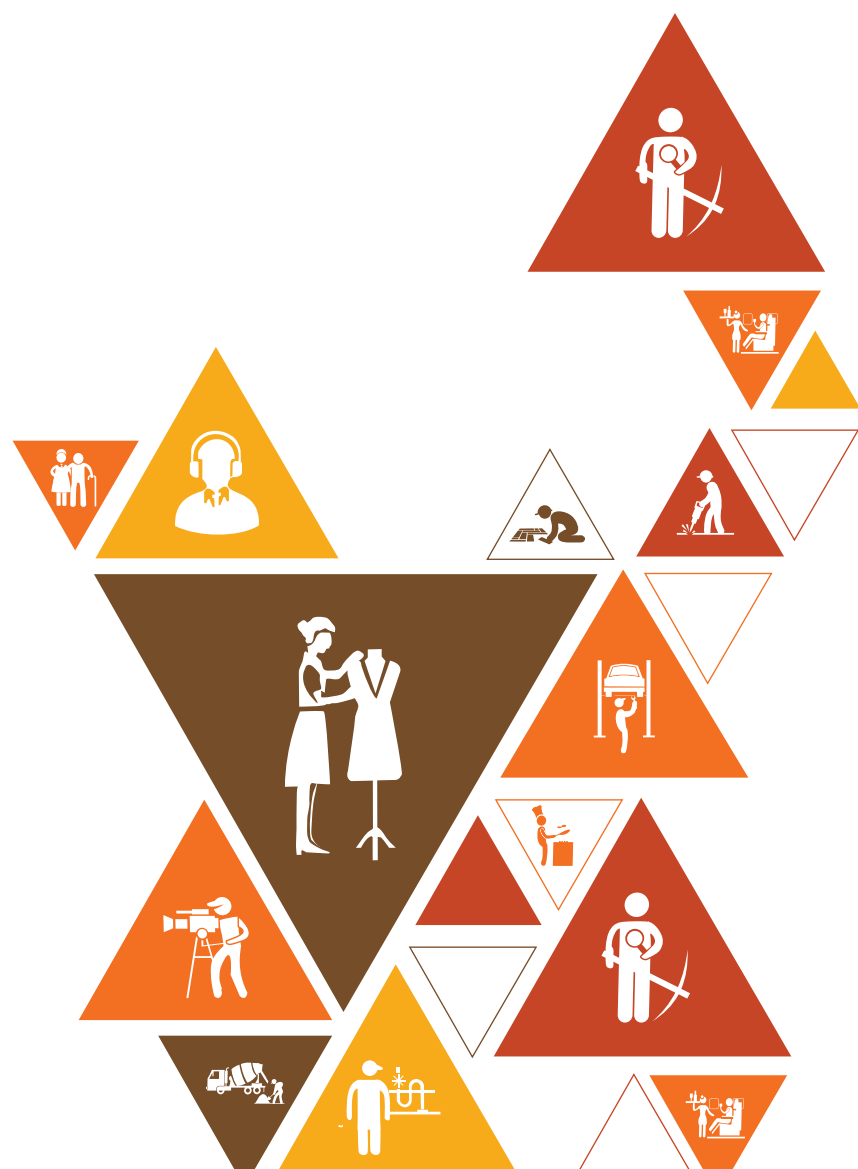
Summarize 

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

Notes



A large rectangular area with a thin orange border containing 28 horizontal lines for taking notes.



UNIT 24.3: Money Matters

Key Learning Outcomes

At the end of this unit, participants 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 transfer

UNIT 24.3.1: Personal Finance – Why to Save?

Unit Objectives

At the end of this unit, participants will be able to:

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

Resources to be Used

- Participant Handbook

Ask

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

Example

- Let's look at these two examples:

Example 1:

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

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

Example 2:

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

Ask

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

Say

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

Ask

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

Say

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

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

Ask

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

Say

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

Team Activity

Personal Finance- Why to save

- This activity has two parts:

PART 1

WAYS TO SAVE MONEY

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

PART 2

HOW WILL YOU USE THE MONEY

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

Do

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

Activity De-brief

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

Say



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

Summarize



You can summarize the session by discussing:

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

UNIT 24.3.2: Types of Bank Accounts, Opening a Bank Account

Unit Objectives

At the end of this unit, participants will be able to:

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

Resources to be Used

- Account opening sample forms
- Participant Handbook

Ask

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

Example

- Let's look at the given example:

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

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

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

Ask

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

Say

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

Ask

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

Say

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

Team Activity

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

Activity De-brief

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

Say

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

Ask

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

Say

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

Team Activity

Opening a Bank Account

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

PART 1

FILLING A BANK ACCOUNT OPENING FORM

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

Activity De-brief

How did you design the form?

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

Do

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

Summarize

Note:

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

Sample Bank Account Opening form.

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

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

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

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

Declaration:

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

Place:

Date:

Signature / LTI of Applicant

Nomination:

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

Place:

Date:

Signature / LTI of Applicant

Witness(es)*

1. _____

2. _____

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

UNIT 24.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

Unit Objectives

At the end of this unit, participants will be able to:

- Differentiate between fixed and variable costs

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

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

Say

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

Team Activity

Identify the type of cost

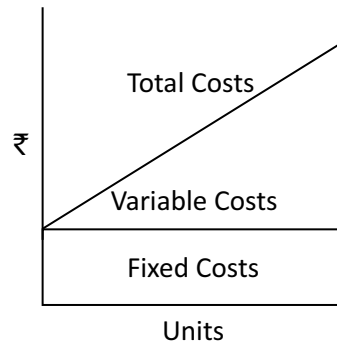
1. Rent
2. Telephone bill
3. Electricity bill
4. Machinery
5. Insurance
6. Office supplies/ Raw materials
7. Employee salaries
8. Commission percentage given to sales person for every unit sold
9. Credit card fees
10. Vendor bills

Do

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

Say

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



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

Team Activity

Fixed vs. Variable Costs

- This is a group activity.

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

Activity De-brief

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

Do

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

Summarize

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

Notes for Facilitation

- Answers for the activity - Identify the type of cost

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

UNIT 24.3.4: Investments, Insurance and Taxes

Unit Objectives

At the end of this unit, participants will be able to:

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

Resources to be Used

- Participant Handbook

Ask

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

Example

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

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

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

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

Say

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

Ask

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

Say

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

Say

- We will have a quiz today.

Team Activity

- The activity is a quiz.

Do

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

Summarize

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

Notes for Facilitation

Questions for the quiz

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

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

It offers the dual benefit of investment and insurance

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

Marine Insurance

14. After what duration is the income tax levied?

One financial year

15. What is long term capital gain tax?

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

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

Securities Transaction Tax

17. What is the source of corporate tax?

The revenue earned by a company.

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

VAT or Value Added Tax

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

Sales Tax

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

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

UNIT 24.3.5: Online Banking, NEFT, RTGS, etc.

Unit Objectives

At the end of this unit, participants will be able to:

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

Resources to be Used

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

Ask

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

Say

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

Do

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

Say

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

Do

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

Summarize

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

UNIT 24.4: Preparing for Employment & Self Employment

Key Learning Outcomes

At the end of this unit, participants will be able to:

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

UNIT 24.4.1: Interview Preparation: How to Prepare for an Interview?

Unit Objectives

At the end of this unit, participants will be able to:

- Discuss the steps to follow to prepare for an interview

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Activity 1

- Introducing Yourself

Do

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

Ask

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

Say

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

Do

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

Activity 2

- Planning the right attire

Do

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

Summarize

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

UNIT 24.4.2: Preparing an Effective Resume: How to Create an Effective Resume?

Unit Objectives

At the end of this unit, participants will be able to:

- Discuss the steps to create an effective Resume

Resources to be Used

- Participant Handbook
- Blank papers
- Pens

Ask

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

Say

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

Do

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

Say

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

Activity

Case Study Analysis

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

Candidate Details

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

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

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

Job Posting

* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

THE LOCATION:

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

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels, Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

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

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

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

Education-

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

Say

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

Do

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

Summarize

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

Notes for Facilitation

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

Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01

E-mail: nxxxxxxxxla@gmail.com

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

Professional strengths:

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

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

Educational background:

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

Professional internships:

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

Volunteer Work:

- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

UNIT 24.4.3: Interview FAQs

Unit Objectives

At the end of this unit, participants will be able to:

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

Resources to be Used

- Participant Handbook

Say

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

Do

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

Role Play

Conduct a role play for the situation given.

Situation 1

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

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 2

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

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 3

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

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 4

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

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 5

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

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 6

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

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 7

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

Say

De-brief:

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

Explain

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

Do

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

Activity

Mock Interview Questions

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

Summarize

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

UNIT 24.4.4: Work Readiness – Terms and Terminology

Unit Objectives

At the end of this unit, participants will be able to:

- Identify basic workplace terminology

Resources to be Used

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

Ask

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

Say

- Let's start this unit with an activity.

Team Activity

Workplace terminology

- This is a group activity conducted in three parts.

Part 1

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

Activity De-brief

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

Do

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

Say 

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

Ask 

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

Say 

- Let's now continue the activity.

Team Activity **Terms and Terminology**

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

Part 2

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

Activity De-brief

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

Do 

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

Say 

- Let's go ahead with the activity.

Team Activity **Terms and Terminology**

- The activity continues with the same group members.

Part 3

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

Activity De-brief

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

Do 

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

Summarize 

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

UNIT 24.5: Understanding Entrepreneurship

Key Learning Outcomes



At the end of this unit, participants 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. Explain the meaning of entrepreneur
20. Describe the different types of entrepreneurs
21. List the characteristics of entrepreneurs
22. Recall entrepreneur success stories
23. Discuss the entrepreneurial process
24. Describe the entrepreneurship ecosystem
25. Discuss the purpose of the Make in India campaign
26. Discuss key schemes to promote entrepreneurs
27. Discuss the relationship between entrepreneurship and risk appetite
28. Discuss the relationship between entrepreneurship and resilience
29. Describe the characteristics of a resilient entrepreneur
30. Discuss how to deal with failure

UNIT 24.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

Unit Objectives

At the end of this unit, participants will be able to:

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

Resources to be Used

- Participant Handbook

Say

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

Team Activity

Quiz Questions

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

Do

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

Ask

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

Say

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

Summarize

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

Notes for Facilitation

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

UNIT 24.5.2: Leadership and Teamwork

Unit Objectives

At the end of this unit, participants will be able to:

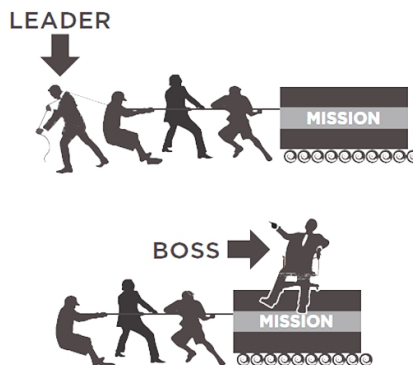
- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Do

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



Say

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

Say

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

Ask

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

Say 

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

Ask 

- Do you consider yourself a team player?

Team Activity **Long Chain**

- This is a group activity.

Do 

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

Say **De-brief:**

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

Say 

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

Summarize 

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

UNIT 24.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

Unit Objectives

At the end of this unit, participants will be able to:

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

Resources to be Used

- Participant Handbook

Activity 1

Activity – Chinese Whisper

Step 1: Form a circle.

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

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

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

Compare them and have a great laugh!

Ask

De-brief questions:

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

Say

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

Say

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

Ask

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

Say

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

Do

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

Activity 2

Riddles:

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

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

Do they have a 26th of January in England?

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

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

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

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

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

Answers:

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

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

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

First of all, you would light the match.

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

Every SINGLE person died, but those two were married.

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

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

Ask **De-brief question:**

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

Say 

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

Activity 3 **Elevator Pitch:**

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

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

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

Do 

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

Notes for Facilitation



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

Example:

Here's how your pitch could come together:

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

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

Summarize



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

UNIT 24.5.4: Problem Solving & Negotiation Skills

Unit Objectives

At the end of this unit, participants will be able to:

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

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Team Activity

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

Do 

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

Say **De-brief questions:**

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

Ask 

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

Say 

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

Ask 

- In order to build a successful organization, you need to hire people who possess good problem solving skills. How would you assess the level of problem solving skills of potential candidates before hiring them?

Say 

- Discuss how to assess for problem- solving skills as given in the Participant Handbook.

Summarize 

- Ask the participants the things that they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Summarize the discussion on problem solving.

Activity 

- The activity is to organise an election event. Select three volunteers from the group. They have to give a speech on their election manifesto to the class. They have to negotiate with the fellow participants and convince them to vote for them. The best negotiator will win the election.

Do 

- Ask three participants to volunteer for the activity.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

Ask 

- Out of the three contestants, whom would you support? Why? What did they say or do which convinced you to make your decision?
- Have you ever tried to negotiate in your personal or professional life?
- Ask the class to share some of their experiences where they have been able to strike a deal by negotiating.

Say 

- Discuss “What is Negotiation?” as given in the Participant Handbook.

Ask 

- Why is it important to negotiate? As an entrepreneur, where do you think that negotiation skills will be needed?

Say 

- Discuss the importance of negotiation while starting a business as given in the Participant Handbook.

Say 

- Discuss the important steps to negotiate as given in the Participant Handbook.

Role Play 

- Conduct a role play activity.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

Do 

- Divide them into groups of four (4) (depending on the batch size).
- Give them the hand-outs for role play scenarios.
- Two groups to be given scenarios on problem solving.
- Other two groups to be given scenarios on negotiation.
- The groups will build on the scenarios and prepare for the role play.
- Give the groups atleast 5 mins to discuss and be ready with the role play.
- Invite each group one by one to come and present their role play.

Problem solving Scenario 1

Avinash has a Mobile Repair Store in Allahabad. His outlet is one of the most popular one in the vicinity and he has great rapport with his customers. He is always well-dressed, jovial and full of energy.

It's around 11 AM, when a customer barges in to the shop and starts shouting at Avinash for giving her back the instrument which is still not working. The screen of her mobile is also cracked from one side. Avinash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue the company and to go to Consumer Court for cheating her.

Problem solving Scenario 2

You are running a successful small scale business, Shreeji Aggarbattis,. Your staff members do door to door selling and organise marketing campaigns in local markets. Your brand has established it's name in last few years.

Recently, lot of customers have been coming to you and lodging complaints that your staff members indulge in malpractices. Few of them informed you that a staff member engaged them in a friendly conversation. In the meanwhile, the other gave them lesser packets of aggarbattis than they paid for.

Another set of customers lodged complaint about the misconduct and rude behaviour of a particular staff member. You often hear from your customers that the orders don't get delivered on time or wrong products get delivered.

You have already been struggling with shortage of staff and such complaints are a serious concern as it is hampering your brand image. What strategies will you adopt to solve this problem?

Negotiation Scenario 1

You have interviewed a prospective new employee who could be a key member of your new entrepreneurial venture. The new person is demanding a salary that is 20% higher than you thought based on your business plan. Finances are tight, yet you believe this person could make a significant impact on future profits. If you paid the required salary for the new person, then you would have to restructure your entire business plan. You've been searching for an individual with this skill level for three months. to the candidate is waiting for your response. Now you have to call him in to make the final negotiations.

Negotiation Scenario 2

You are a young entrepreneur who has just registered his start up project and applied for a bank loan accordingly. You receive a letter saying that your loan application has been rejected as your start up idea did not appeal to the bank and they think that it is not a revenue generating model. You have taken an appointment to meet the manager and show your negotiation skills to get your loan approved.

Notes for Facilitation

**Facilitating Role Plays****Preparing for the activity**

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role-plays.
4. Anticipate and know how to address issues participants might raise during the activity.

Conducting the activity

1. Introduce the activity. Emphasize that role-playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. Give the pairs/ groups 10 to 15 minutes to conduct the role-play (depending on the duration of the session).
5. After all the groups have finished with the role-play, conduct a debriefing session on each role-play.
6. Ask the groups to take five minutes to talk about what happened during the role-play. The groups should discuss the questions given in the debriefing for each role-play. Encourage participants to provide constructive criticism during their discussions.

Summarize



- Wrap the unit up after summarizing the key points and answering questions.

UNIT 24.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

Unit Objectives

At the end of this unit, participants will be able to:

- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within their business

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

- How does an entrepreneur identify an opportunity?
- What do you think are the common queries or concerns faced by entrepreneurs?
- How can you identify new business opportunity?

Say

- Let's talk about opportunity, common queries or concerns faced by entrepreneurs, idea as an opportunity, factors to consider when looking for opportunities, ways to identify new business, and opportunity analysis as discussed in Participant Handbook.
- Let's do an activity to understand ways to identify business opportunities within your business.

Do

- Tell the class that this is an individual activity.
- Tell the participants to create a matrix on their notebooks.
- There will be four boxes in your matrix.
- Strength, Weakness, Opportunity and Threats will be the four headings of the matrix. This is called the SWOT matrix.
- Read out the questions to them and tell the participants they need to answer the questions asked in each matrix.
- Tell them they can also use their own understanding of themselves to fill the SWOT matrix.

Activity

Do your SWOT analysis

Strength

What are your strengths?
What unique capabilities do you possess?
What do you do better than others?
What do others perceive as your strengths?

Weakness

What are your weaknesses?
What do your competitors do better than you?

Opportunity

What trends may positively impact you?
What opportunities are available to you?

Threat

Do you have solid financial support?
What trends may negatively impact you?

Do 

- Congratulate everyone for the class activity.
- Ask the audience to applaud for themselves.
- Allot the participants sufficient time to complete this activity, but do keep a check on time.
- Ask de-brief questions to cull out information from the participants.

Ask **De-brief questions:**

- What are your weaknesses according to your SWOT analysis?
- Do you think you can change your weakness into strength? How?
- Do you think you can work on your threats? How?

Summarize 

- Close the discussion by summarizing ways to identify business opportunities within your business.
- Ask the participants what they have learned from this exercise.
- Ask if they have any questions related to what they have talked about so far.

UNIT 24.5.6: Entrepreneurship Support Eco-System

Unit Objectives

At the end of this unit, participants will be able to:

- Explain the meaning of entrepreneur
- Describe the different types of entrepreneurs
- List the characteristics of entrepreneurs
- Recall entrepreneur success stories
- Discuss the entrepreneurial process
- Describe the entrepreneurship ecosystem
- Discuss the purpose of the 'Make in India' campaign
- Discuss the key schemes to promote entrepreneurs

Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens
- Pencils
- Colour pencils
- Scale
- Eraser
- Other requisite stationery material

Ask

- Do you think that entrepreneurs need support?
- What do you think is an eco-system?
- What do you think 'entrepreneurship support eco-system' means?

Say

- Let's learn what entrepreneurship support eco-system means.
- Discuss 'Entrepreneurship Support Eco-System' as given in the Participant Handbook.

Ask

- Can you define entrepreneurship support eco-system?
- What are the key domains of the support eco-system?

Say

- Let's learn more about these domains by conducting an activity.
- You have to make a poster showing the components of the six main domains of entrepreneurship support eco-system.

Team Activity

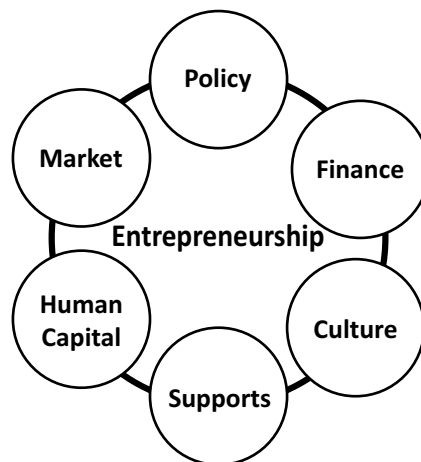
- Making a poster showing the entrepreneurship support eco-system.

Do

- Divide the class into groups of four or six.
- Hand out chart paper and coloured pens.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

Activity De-brief

Ask each group to display their poster and explain the key domains of entrepreneurship support eco-system.



Ask

- What kind of government support eco-system is available for entrepreneurs in India?

Say

- Discuss 'Make in India' campaign as given in the Participant Handbook.

Team Activity

- Presentation on key schemes to promote entrepreneurs

Do

- Divide the class into pairs.
- Number each pair from 1-15.
- Assign a scheme, same as their group number, to each group.
- Ask them to read the scheme carefully and present it to the class.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

Activity De-brief

- Ask each group to explain the scheme offered by government to promote entrepreneurs.

Summarize

- Summarize the unit by discussing the key points and answering questions the participants may have.

UNIT 24.5.7: Risk Appetite & Resilience

Unit Objectives

At the end of this unit, participants will be able to:

- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur

Resources to be Used

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

Ask

- Can you define risk or explain what constitutes a risk?
- What do you people mean when they say, “This may be a risky proposition”?
- What risks are they talking about?

Example

- Let's have a look at these two examples:

Rohit and his family were travelling by car from Delhi to Nainital. It was their second trip there. Rohit was familiar with the road. His friends told him that the highway after Rampur was in a bad condition. They advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road. This road is in a better condition.

Since he was going with his family, and did not want to take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

Suresh and his family too were travelling by car from Delhi to Nainital. It was their second trip there. His friends too advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road as this road was in a better condition.

Suresh too decided to take the Kaladhungi road but he left Delhi in the afternoon. It was dark by the time he reached Kaladhungi, and he was sure that he was taking the correct turn. As it was late, he could not find anyone to give him directions. He ended up being in an unknown place that was scarcely inhabited.

Say

- Let's see what type of risks Rohit and Suresh took.
- Discuss 'Risk Appetite and Resilience' with the participants as given in the Participant Handbook.

Say

- Let's learn more about risk appetite and resilience with the help of an activity.

Team Activity

Risk Appetite

- This is a group activity.

- In the previous unit, you read success stories of Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Mr Ambani left his job and started his company Reliance with just Rs. 50,000/-.
- Dr Patel kept his job, went door-to-door to sell Nirma, and only when the brand started gaining popularity did he start his own company.
- What types of risk did both of them take?
- What risk factors, do you think, did they keep in mind before launching their company?
- Write the Risk Appetite Statement of both the companies.

Activity De-brief

- Who took a greater risk?
- What are the differences between the Risk Appetite Statement of both the companies?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to evaluate the risks taken by Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Ask

- Do you think all entrepreneurial ventures are successful?
- What happens if the first venture is not successful?
- Should the entrepreneur stop when faced with challenges or face them?

Example

- Let's have a look at the following example:

Vijay Shekhar Sharma is the founder of Paytm, which is a giant Indian e-commerce. He was born in a middle-class family in Uttar Pradesh. He started his first job at an MNC. He quit after six months and built a company One97 with his friends. As One97 grew bigger, it needed more money because it was running more servers, bigger teams, and had to pay royalty. At that time, the tech bubble popped and technology companies were running in losses. Finally, money ran out. So One97 took loans and then more loans at higher rates of interest, as high as 24 per cent, and became caught in a vicious cycle.

In 2014, Paytm was launched with online wallet services after which, the company enabled online payment transactions. The company got licenses from RBI in 2016 to launch India's first ever payment bank. Moreover, the main motive of Paytm was to transform India into a cashless economy.

After demonetization came into effect, Vijay Shekhar Sharma started promoting online and digital transactions to deal with the cash crunch. In fact, the service of the company's mobile wallet is accepted across India. The logo of Paytm is now popular almost everywhere from tea stalls to major companies.

Say 

- Let's see what qualities made Vijay Shekhar Sharma a resilient entrepreneur.
- Discuss Entrepreneurship and Resilience with the participants as given in the Participant Handbook.

Say 

- Let's learn more about entrepreneurship and resilience with the help of an activity.

Team Activity **Entrepreneurship and Resilience**

- This is a group activity.
- Think of some entrepreneurship ventures that faced challenging times, but later resulted in success stories.
 - Who is the founder of that company?
 - What challenging times did it face?
 - How did it overcome those challenges?
 - List the resilient characteristics of the entrepreneur.

Activity De-brief

- Each group to give their presentation.
- Why did you choose this company?
- What is the success story of the company?

Do 

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to think of an entrepreneur who faced challenging times, but eventually succeeded.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize 

- You can summarize the key points of the unit.
- Ask the participants what they learned from the activities.
- Clarify any questions or doubts they might have.

UNIT 24.5.8: Success and Failures

Unit Objectives

At the end of this unit, participants will be able to:

- Discuss how to deal with failure

Resources to be Used

- Participant Handbook

Ask

- Have you heard the quote 'nothing is impossible'?
- What do you think it means?
- Do you think that all successful entrepreneurs became famous overnight or did they have to struggle or face failure before succeeding?

Example

- Let's have a look at this example.

Shah Rukh Khan, also known as, SRK or King Khan is a force to reckon with. Did he achieve stardom overnight? Shah Rukh Khan, who has seen many struggles in his life – he has slept on streets, struggled to support himself and his sister at a very young age, and lost his parents very early in life, which led to his sister seeking mental health support. Amidst all the chaos and challenges, he kept pushing himself, and today he stands tall as the 'Badshah of Bollywood'. Certainly those years were not easy for him.

When he was young, he stood at Marine Drive and said, "I will rule this city one day". Failure was not just his companion during or before his stardom, it is still a substantial part of his life. Success does not come easy. What made him a star was his acceptance of failure and the urge to improve.

Say

- How do you define success and failure?
- What is fear?
- Discuss "success and failure" with the participants as given in the Participant Handbook.

Ask

- Have you felt or experienced fear?
- What led you to feel that emotion?
- How did you handle it?

Say

- Let's learn the about success and failure with the help of an activity.

Team Activity

- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- They have to choose one person from the group as the interviewee and one as the interviewer.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Check that everyone understands their role. Give clarifications if needed. Give the participants about 5 minutes to discuss and decide their roles.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their interview as a role play.

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role plays.
4. Anticipate potential questions that might be raised by the participants and be ready to address them.

Conducting the activity

1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.
5. Give the pairs 15-20 minutes to conduct the role play.
6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.
8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.
9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

Summarize

- Wrap the unit up after summarizing the key points and answering questions.



UNIT 24.6: Preparing to be an Entrepreneur

Key Learning Outcomes



At the end of this unit, participants 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. Discuss the importance of setting goals
10. Differentiate between short-term, medium-term and long-term goals
11. Discuss how to write a business plan
12. Explain the financial planning process
13. Discuss ways to manage your risk
14. Describe the procedure and formalities for applying for bank finance
15. Discuss how to manage their own enterprise
16. List the important questions that every entrepreneur should ask before starting an enterprise

UNIT 24.6.1: Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

Unit Objectives

At the end of this unit, participants will be able to:

- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation

Resources to be Used

- Participant Handbook
- Chart papers
- Markers pens
- Blank sheets of paper

Ask

- Suppose, you want to open a restaurant, what are the factors you will consider?
- How will you promote your restaurant?

Example

- Let's have a look at this example.

Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot of market research before starting the project. Based on the information he gathered, he made his business plan. His hostel is now flourishing and he is thinking of expanding to other tourist destinations.

Say

- Discuss “Market Study” with the participants. Refer to the Participant Handbook.
- Let's learn about market study and research with the help of an activity.

Team Activity

Market Study

- This is a group activity.
- You want to start your own tuition centre.
- What type of research will you do?

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Encourage other groups to be interactive and ask questions.
- What factors did you keep in mind while doing your research?
- Based on our research would you go ahead and open a tuition centre?

Do 

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a chart paper.
- Tell the participants that they have to start their own tuition centre.
- Give the participants 10 minutes to discuss and write the research work they need to do.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say 

- By opening a tuition centre you are offering a service.

Ask 

- What factors will you keep in mind before opening it?

Say 

- Discuss “The 4Ps of Marketing” with the participants as given in the Participant Handbook.

Say 

- Let's learn about the 4Ps of Marketing with the help of an activity.

Team Activity **4 Ps of Marketing**

- This is a group activity.
- You have to sell a pen to four different segments:
 1. Rural villagers
 2. Rural middle class
 3. Urban middle class
 4. Upper end rich people (Niche market)

Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

Activity De-brief

- Ask each group to present their strategy.
- Encourage other groups to be interactive and ask questions.

Do 

- Instruct the participants that this is group work.
- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens:
 1. Rural villagers
 2. Rural middle class
 3. Urban middle class

4. Upper end rich people

- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Ask each group what they kept in mind while designing their marketing strategy.
- Encourage other groups to be interactive and ask questions.

Say

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss “Importance of an IDEA” as given in the Participant Handbook.

Summarize

- Summarize the key points of the unit.
- Ask the participants what they learnt from the activities.
- Encourage them to ask if they have any doubts.

UNIT 24.6.2: Business Entity Concepts

Unit Objectives

At the end of this unit, participants will be able to:

- Recall basic business terminology

Resources to be Used

- Participant Handbook

Say

- Let's recall some basic business terminology.
- Discuss the Business Entity Concepts as given in the Participant Handbook.
- Let's learn some basic business terminology by having an activity.
- We will have a quiz today.

Activity

- The activity is a quiz.

Do

- Divide the class in two groups and give a name to each group.
- Explain the rules of the quiz. For each correct answer the group gets 1 mark.
- If the group is unable to answer the question is passed to the next group.
- Explain the purpose and duration of the activity.
- Ask the questions of the quiz.
- Keep a score of the groups.
- Set guidelines pertaining to discipline and expected tasks.

Summarize

- Summarize the unit by discussing the key points.

Notes for Facilitation

QUESTIONS FOR THE QUIZ

1. What does B2B mean?
Business to business
2. What is a financial report?
A comprehensive account of a business' transactions and expenses
3. Who is a sales prospect?
A potential customer
4. How is working capital calculated?
Current assets minus current liabilities

5. What is an estimation of the overall worth of a business called?
Valuation
6. You are buying a house. What type of transaction is it?
Complex transaction
7. How will you calculate the net income?
Revenue minus expenses
8. How is Return on Investment expressed?
As percentage
9. How will you calculate the cost of goods sold?
Cost of materials minus cost of outputs
10. What is revenue?
Total amount of income before expenses are subtracted.
11. What is a Break-Even Point?
This is the point at which the company will not make a profit or a loss. The total cost and total revenues are equal.
12. What is the formula used to calculate simple interest?
 $A = P(1 + rt); R = r * 100$
13. What are the three types of business transactions?
Simple, Complex and Ongoing Transactions
14. The degrading value of an asset over time is known as
Depreciation
15. What are the two main types of capital?
Debt and Equity

UNIT 24.6.3: CRM & Networking

Unit Objectives

At the end of this unit, participants will be able to:

- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking

Resources to be Used

- Participant Handbook

Ask

- Can your business run without customers/buyers?
- Who is the most important entity in any business?

Say

- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
 - ♦ Treating your customers with respect.
 - ♦ Be available as per their need/ schedule.
 - ♦ Handling complaints effectively.
 - ♦ Building long lasting relationships.
 - ♦ Collecting regular feedback.
- Handle customer complaints proactively. Ask “what happened”, “why it happened”, “how can it be avoided next time”, etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- “Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem.”

Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

Team Activity

Case Study Analysis

Raju runs a business of wooden furniture. He has a huge list of customers on Facebook and WhatsApp who give him orders regularly. Ankita is one of his old and regular customers. She placed an order for a new chester and TV cabinet via WhatsApp and requested Raju to send them as soon as possible. When the parcel reached Ankita through courier she found that chester was broken and the TV unit was chipped from the bottom. Ankita was heartbroken. It was a complete waste of money. She sent a message to Raju on WhatsApp, expressing her anger and disappointment. Raju might lose an old customer forever if he doesn't satisfy the customer. What should Raju do to retain his customer?

Scenario 2

Rajni runs a boutique shop. She sells suits and sarees. She is one of the most successful designer in her city. Rajni swears that all the clothes in her boutique have unique designs. Smita has to attend her cousin's wedding; she goes to Rajni's boutique to buy a saree. Smita wanted a unique designer saree. Rajni customized a saree for her and sent it over the courier. When Smita had a look at the saree she realised her two friends had the same design sarees. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment. Did Rajni make a false promise? Were her designs copied? What could happen to Rajni's image after this incident? What would you do if you were in Rajni's place?

Scenario 3

Shama is a beautician who offers parlour services to ladies by making home visits. Recently, Shama got her name registered on an e-commerce website. Two days earlier, she got a message from Mrs Sushma. The appointment was fixed for next day, 11:00 am and the remuneration for the services was decided beforehand. When Shama reached there at 10:50 am, Mrs Sushma was not at home. When Shama called her, she asked her to wait for a while. Mrs Sushma reached home at 11:45 am. Meanwhile, Shama had to reschedule her next appointment. After availing Shama's services, Mrs Sushma refused to pay the requisite amount and started finding faults in the services provided by her. Who was at fault in this scenario? What should you do in case the customer behaves unreasonably? What would you do if you were in Shama's place?

Scenario 4

Shailender is the manager of a car showroom. He proactively takes part in all the transactions that happen in his showroom. Vinita wants to buy a new car. She has chosen a car from Shailender's showroom. The salesperson has given her a very good discount and has also promised free service for one year. Vinita goes to the showroom and asks to complete all the formalities to purchase the car. When she sees the final bill she realize that she has not received the promised discount neither was there any mention of the free services. She immediately demands to see the Shailender. When Shailender's head asks how much discount Vinita was promised, he realised the discount will make the sale in loss. The car showroom owner might lose a customer and deal due to false commitments made by his manager. Besides, the customer might tell this to other people, creating a bad name and image for the showroom. If you owned that showroom, how would you have convinced your customer?

Say

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



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N S D C
National
Skill Development
Corporation

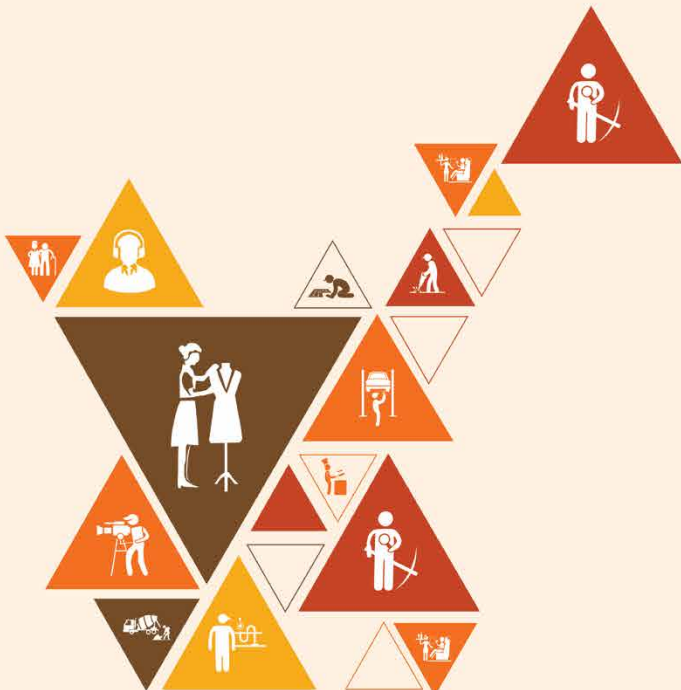
Transforming the skill landscape



Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	General Duty Assistant		
Qualification Pack Name & Ref. ID	HSS/Q5101		
Version No.	1.0	Version Update Date	22/12/18
Pre-requisites to Training	Preferably Class X, but Class VIII is also considered in certain situations		
Training Outcomes	<p>By the end of this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Assist nurse in bathing patient 2. Assist nurse in grooming the patient 3. Assist patient in dressing-up 4. Support individuals to eat and drink 5. Assist patient in maintaining normal elimination 6. Transferring patient within the hospital 7. Communicating appropriately with co-workers 8. Prevent and control infection 9. Assist nurse in performing procedures as instructed in the care plan 10. Assist nurse in observing and reporting change in patient condition 11. Assist nurse in measuring patient parameters accurately 12. Respond to patient's call 13. Clean medical equipment under supervision of nurse 14. Transport patient samples, drugs, patient documents and manage changing and transporting laundry/ linen on the floor 15. Carry out last office (death care) 16. Act within the limits of your competence and authority 17. Work effectively with others 18. Manage work to meet requirements 19. Maintain a safe, healthy and secure environment 20. Practice Code of conduct while performing duties 21. Follow biomedical waste disposal protocols 		

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"> 1. State the overview of the program 2. Learn about ground rules 	Bridge Module	Facilitator-led – Discussion Demonstration	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00 hr.
		Introduction to the Healthcare Industry	<ol style="list-style-type: none"> 1. Learn about Healthcare Industry 	Bridge Module	Facilitator-led – Discussion Demonstration	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00 hr.
		Different Departments in a Hospital	<ol style="list-style-type: none"> 1. Learn about different departments in a Hospital 	Bridge Module	Facilitator-led – Discussion Demonstration	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00 hr.
		Tools and Equipment	<ol style="list-style-type: none"> 1. Identify different types of medical instruments and equipment 	Bridge Module	Facilitator-led – Discussion Demonstration	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00 hr.
			<ul style="list-style-type: none"> • Gain practical knowledge of tools and equipment 	Bridge Module	Practical Lab	Note Pad, Pen, charts	1:00 hr.
2.	Broad functions of a General Duty Assistant	Job role of a General Duty Assistant	<ol style="list-style-type: none"> 1. Learn about roles and responsibilities of a general duty assistant 2. Learn about code of conduct for the job 3. Learn about personal grooming, health and hygiene practices 	HSS/N9603 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, KA3, KB1, KB2, KB3, KB4, KB5, KB6, KB11, SA5, SA9, SB2, SB3, SB5, SB6. HSS/N9607 PC1, PC2, PC3, PC8, KA1, KA3, KB4, KB5, SA6, SA7, SB3, SB4, SB5, SB6, SB7.	<ul style="list-style-type: none"> • Power-point presentation • Facilitator- led - discussion • Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	7:00 hrs.
			<ul style="list-style-type: none"> • Gain practical knowledge of Personal grooming 	HSS/N9603 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, KA3, KB1, KB2, KB3, KB4, KB5, KB6, KB11, SA5, SA9, SB2, SB3, SB5, SB6. HSS/N9607 PC1, PC2, PC3, PC8, KA1, KA3, KB4, KB5, SA6, SA7, SB3, SB4, SB5, SB6, SB7.	Practical Lab	Note Pad, Pen, charts, emergency kits, sample drug, etc.	2:00 hrs.

			<ul style="list-style-type: none"> Gain practical knowledge of health and hygiene practices 	<p>HSS/N9603 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, KA3, KB1, KB2, KB3, KB4, KB5, KB6, KB11, SA5, SA9, SB2, SB3, SB5, SB6.</p> <p>HSS/N9607 PC1, PC2, PC3, PC8, KA1, KA3, KB4, KB5, SA6, SA7, SB3, SB4, SB5, SB6, SB7.</p>	Practical Lab	Note Pad, Pen, charts, emergency kits, sample drug, etc.	2:00 hrs.
		Compassion and Patient Centricity	<ol style="list-style-type: none"> Learn about Compassion Learn about Patient Centricity Learn about Data Confidentiality 	<p>HSS/N9603 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, KA3, KB1, KB2, KB3, KB4, KB5, KB6, KB11, SA5, SA9, SB2, SB3, SB5, SB6.</p> <p>HSS/N9607 PC1, PC2, PC3, PC8, KA1, KA3, KB4, KB5, SA6, SA7, SB3, SB4, SB5, SB6, SB7.</p>	<ul style="list-style-type: none"> Power-point presentation Facilitator- led - discussion Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	3:00 hrs.
			<ul style="list-style-type: none"> Gain practical knowledge of patient centricity 	<p>HSS/N9603 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, KA3, KB1, KB2, KB3, KB4, KB5, KB6, KB11, SA5, SA9, SB2, SB3, SB5, SB6.</p> <p>HSS/N9607 PC1, PC2, PC3, PC8, KA1, KA3, KB4, KB5, SA6, SA7, SB3, SB4, SB5, SB6, SB7.</p>	Practical Lab	Note Pad, Pen, charts, emergency kits, sample drug, etc.	5:00 hrs.

			<ul style="list-style-type: none"> Gain practical knowledge of data confidentiality 	<p>HSS/N9603 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, KA3, KB1, KB2, KB3, KB4, KB5, KB6, KB11, SA5, SA9, SB2, SB3, SB5, SB6.</p>			
				<p>HSS/N9607 PC1, PC2, PC3, PC8, KA1, KA3, KB4, KB5, SA6, SA7, SB3, SB4, SB5, SB6, SB7.</p>	<ul style="list-style-type: none"> Practical Lab 	<p>Note Pad, Pen, charts, emergency kits, sample drug, etc.</p>	<p>1:00 hr.</p>
3.	Introduction to Human Body- Structure & Function	Basics of Anatomy and Physiology	<ol style="list-style-type: none"> Learn about Human Body Learn about Human Physiological Systems Learn about Routes of Drug Administration Learn about Drug dosage Learn about self-vaccination tips for GDA Identify Drug dosage abbreviation 	<p>HSS/N5101 HSS/N5102 HSS/N5103 HSS/N5104 HSS/N5105 HSS/N5106 HSS/N5111</p>	<ul style="list-style-type: none"> Power-point presentation Facilitator- led - discussion Audio- visuals Images 	<p>Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.</p>	<p>3:00 hrs.</p>
			<ul style="list-style-type: none"> Gain practical knowledge of Human Body Gain practical knowledge of human physiological systems Gain practical knowledge of routes of drug administration Gain practical knowledge of drug dosage Gain practical knowledge of self-vaccination tips for GDA 	<p>HSS/N5101 HSS/N5102 HSS/N5103 HSS/N5104 HSS/N5105 HSS/N5106 HSS/N5111</p>	<p>Practical Lab</p>	<p>Note Pad, Pen, charts, Mannequin, demonstration kits of different body parts.</p>	<p>2:00 hrs.</p>
4.	Personnel Hygiene and Professional Behaviour	Personnel Hygiene and Professional Behaviour	<ol style="list-style-type: none"> Learn about the concept of Healthy living Learn hand hygiene and its procedures Learn techniques of grooming Learn techniques and usage of PPE Be vaccinated against common infectious diseases 	<p>HSS/N5107 HSS/N9603 HSS/N9604 HSS/N9605</p> <p>HSS/N9607 PC8, KA3, KB4, SB7.</p> <p>HSS/N5108 PC1, PC4, PC6, KA2, KA3, KB2, KB4, SA1, SA3, SB1, SB3, SB8, SB10, SB12.</p>	<ul style="list-style-type: none"> Power-point presentation Facilitator- led - discussion Audio- visuals Images 	<p>Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.</p>	<p>4:00 hrs.</p>
			<ul style="list-style-type: none"> Gain practical knowledge of washing hands with soaps Gain practical knowledge of hand sanitizer Gain practical knowledge of hand care Gain practical knowledge of PPE Gain practical knowledge of Vaccination 	<p>HSS/N5107 HSS/N9603 HSS/N9604 HSS/N9605 HSS/N9607 HSS/N5108</p>	<p>Practical Lab</p>	<p>Note Pad, Pen, charts, Patient daily care articles, PPE, vaccination, hand hygiene techniques.</p>	<p>6:00 hrs.</p>

5.	Bio Medical Waste Management	Bio Medical Waste Management	<ol style="list-style-type: none"> Learn to segregate biomedical waste at source Describe color coding and type of containers for disposal of Bio Medical Waste. Label for transport of Bio Medical Waste containers/bags. 	HSS/N9609 PC1, PC2, PC3, PC4, PC5, PC6, PC7, KB1, KB2, KB3, KB5, KB6, KB7, KB8, KB12, KB13, KB14, SA2, SB4, SB8.	<ul style="list-style-type: none"> Power-point presentation Facilitator- led - discussion Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	3:00 hrs.
			<ul style="list-style-type: none"> Gain practical knowledge of segregation of bio-medical waste 	HSS/N9609 PC1, PC2, PC3, PC4, PC5, PC6, PC7, KB1, KB2, KB3, KB5, KB6, KB7, KB8, KB12, KB13, KB14, SA2, SB4, SB8.	<ul style="list-style-type: none"> 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.	7:00 hrs.
6.	Emergency Medical Response	Emergency Medical Response	<ol style="list-style-type: none"> Describe Chain of Survival. Demonstrate Cardio Pulmonary Resuscitation Describe Chain of Survival. Learn to rescue a child 	HSS/N9606 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, KA1, KA3, KA5, KB2, KB4, SB2, SB8, SB9. HSS/N5112	<ul style="list-style-type: none"> Power-point presentation Facilitator- led – discussion Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2:00 hrs.
			<ul style="list-style-type: none"> Gain practical knowledge of basic life support Gain practical knowledge of rescue of child Gain practical knowledge to perform CPR for an adult Gain practical knowledge to perform CPR using AED Gain practical knowledge of choking treatment Gain practical knowledge of conversion disorder Gain practical knowledge of needle stick injuries 	HSS/N9606 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, KA1, KA3, KA5, KB2, KB4, SB2, SB8, SB9. HSS/N5112	<ul style="list-style-type: none"> Practical Lab 	Note Pad, Pen, charts, crash cart trolley, O2 cylinder etc.	3:00 hrs.
7.	Body Mechanics	Body Mechanics	<ol style="list-style-type: none"> Learn about rules and importance of body mechanics Learn to move patient safely 	HSS/N5101 HSS/N5106 PC1, PC2, PC3, PC4, PC5, PC6, KA1, KA2, KA3, KB1, KB2, KB3, KB4, KB5, SA3, SA5, SA6, SB1, SB3, SB5, SB7. HSS/N5111 PC3, PC4, KB3, SB6.	<ul style="list-style-type: none"> Power-point presentation Facilitator- led - discussion Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	3:00 hrs.

			<ul style="list-style-type: none"> Gain practical knowledge of body mechanics Gain practical knowledge to move patient 	<p>HSS/N5101</p> <p>HSS/N5106 PC1, PC2, PC3, PC4, PC5, PC6, KA1, KA2, KA3, KB1, KB2, KB3, KB4, KB5, SA3, SA5, SA6, SB1, SB3, SB5, SB7.</p> <p>HSS/N5111 PC3, PC4, KB3, SB6.</p>	Practical Lab	Note Pad, Pen, charts, Mannequin, demonstration kits of different body mechanics, internet use.	7:00 hrs.
8.	Positioning/ Transferring/ Mobility of Patients	Positioning/ Transferring/ Mobility of Patients	<ol style="list-style-type: none"> Describe importance of positioning for a patient in treatment and recovery Learn various types of position Learn various kinds of means available for transferring patients Describe care to be taken while transferring patient Learn usage of Wheel chair, stretcher, shifting of patient from bed to stretcher, stretcher to Operation Theatre Table Etc., and in special situations Learn importance of physical moments for wellbeing. Describe usage of modes used for mobility and their maintenance 	<p>HSS/N5101 HSS/N5102 HSS/N5103 HSS/N5104 HSS/N5105 PC2, PC4, SB5, SB6, SB7, SB15, SB19.</p> <p>HSS/N5106 PC1, PC2, PC3, KA1, KA2, KA3, KB1, KB2, KB4, KB5, SA1, SA2, SA5, SB7, SB8, SB9, SB10.</p>	<ul style="list-style-type: none"> Power-point presentation Facilitator- led - discussion Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	4:00 hrs.
			<ul style="list-style-type: none"> Gain practical knowledge for arrangements for patient transfer from the ambulance Gain practical knowledge of patient position Gain practical knowledge to transfer patient from stretcher to the bed Gain practical knowledge to transfer patient from bed to the stretcher Gain practical knowledge of ambulation/ movement Gain practical knowledge about the role of a General Duty Assistant While Transporting Patient Gain practical knowledge to transfer patient from bed to wheelchair Gain practical knowledge of fall prevention 	<p>HSS/N5101 HSS/N5102 HSS/N5103 HSS/N5104 HSS/N5105 PC2, PC4, SB5, SB6, SB7, SB15, SB19.</p> <p>HSS/N5106 PC1, PC2, PC3, KA1, KA2, KA3, KB1, KB2, KB4, KB5, SA1, SA2, SA5, SB7, SB8, SB9, SB10.</p>	Practical Lab	Note Pad, Pen, charts, Mannequin, demonstration kits of different body mechanics & positions & internet use, stretcher, wheelchair, trolley, patient assisted devices.	6:00 hrs.

9.	Consent, Documentation & Records	Consent, Documentation & Records	<ol style="list-style-type: none"> 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. Discuss 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 	HSS/N5114 HSS/N5115 HSS/N9605	<ul style="list-style-type: none"> • Power-point presentation • Facilitator- led - discussion • Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	7:00 hrs.
			<ul style="list-style-type: none"> • Gain practical knowledge of consent • Gain practical knowledge of reporting and documentation • Gain practical knowledge of medical record documentation 	HSS/N5114 HSS/N5115 HSS/N9605	Practical Lab	Note Pad, Pen, charts, sample forms and feedback forms.	3:00 hrs.
10.	Observing and Reporting	Observing and Reporting	<ol style="list-style-type: none"> 1. Discuss importance of observing and reporting to authority for said or unsaid findings, if any. 2. Discuss importance of verbally informing the person in authority. 	HSS/N5110 PC3, KA1, KA2, KB1.	<ul style="list-style-type: none"> • Power-point presentation • Facilitator- led - discussion • Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00 hrs.
			<ul style="list-style-type: none"> • Gain practical knowledge of observing and reporting 	HSS/N5110 PC3, KA1, KA2, KB1.	Practical Lab	Note Pad, Pen, charts, Use of internet to adopt best practises across the world for professional etiquettes, sample forms and feedback forms.	5:00 hrs.
11.	Patients' Rights & Environment	Patients' Rights & Environment	<ol style="list-style-type: none"> 1. Enumerate patient's role 2. Learn role of General Duty Assistant in maintaining patient's rights 	HSS/N5101 HSS/N5102 HSS/N5103 HSS/N5104 HSS/N5105 HSS/N5106 SA3, SA4, SA5. HSS/N5109 SA3, SA4. HSS/N5111 SA5, SA7.	<ul style="list-style-type: none"> • Power-point presentation • Facilitator- led - discussion • Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00 hrs.
			<ul style="list-style-type: none"> • Gain practical knowledge of patient safety and comfort 	HSS/N5101 HSS/N5102 HSS/N5103 HSS/N5104 HSS/N5105 HSS/N5106 SA3, SA4, SA5. HSS/N5109 SA3, SA4. HSS/N5111 SA5, SA7.	Practical Lab	Note Pad, Pen and internet use to learn patient rights.	5:00 hrs.

12.	Patient Basic Care and Needs	Aid in Personal Hygiene	<ol style="list-style-type: none"> 1. Learn to bath patients 2. Learn to groom patients 	<p>HSS/N5101 PC1, PC2, KA1, KB3, SA1, SA3, SB1, SB4. HSS/N5102 PC1, PC2, PC3, PC5, KB1, KB2, KB4, KB5. HSS/N5103 PC1, KA1, KA2, KA3, KB1, KB3, KB5, KB6, SB3, SB4, SB6, SB10. HSS/N5104 PC1, PC2, PC7, KB3, KB4, KB5, KB6, SB4, SB5. HSS/N5105 HSS/N5106 HSS/N5109 HSS/N5111 SA4, SA5, SB1, SB2, SB3, SB4, SB5, SB6, SB7.</p>	<ul style="list-style-type: none"> • Power-point presentation • Facilitator- led - discussion • Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00 hr.
			<ul style="list-style-type: none"> • Gain practical knowledge to bath patients • Gain practical knowledge to groom patient 	<p>HSS/N5101 PC1, PC2, KA1, KB3, SA1, SA3, SB1, SB4. HSS/N5102 PC1, PC2, PC3, PC5, KB1, KB2, KB4, KB5. HSS/N5103 PC1, KA1, KA2, KA3, KB1, KB3, KB5, KB6, SB3, SB4, SB6, SB10. HSS/N5104 PC1, PC2, PC7, KB3, KB4, KB5, KB6, SB4, SB5. HSS/N5105 HSS/N5106 HSS/N5109 HSS/N5111 SA4, SA5, SB1, SB2, SB3, SB4, SB5, SB6, SB7.</p>	Practical Lab	Note Pad, Pen, charts, Mannequin, demonstration kits of different body mechanics & positions & internet use, stretcher, wheelchair, trolley, patient assisted devices, kidney tray, bed sore treating kit.	5:00 hrs.

		Aid in Daily Activities	<p>1. Learn how to assist patient to eat and drink</p> <p>HSS/N5101 PC1, PC2, KA1, KB3, SA1, SA3, SB1, SB4.</p> <p>HSS/N5102 PC1, PC2, PC3, PC5, KB1, KB2, KB4, KB5.</p> <p>HSS/N5103 PC1, KA1, KA2, KA3, KB1, KB3, KB5, KB6, SB3, SB4, SB6, SB10.</p> <p>HSS/N5104 PC1, PC2, PC7, KB3, KB4, KB5, KB6, SB4, SB5.</p> <p>HSS/N5105 HSS/N5106 HSS/N5109</p> <p>HSS/N5111 SA4, SA5, SB1, SB2, SB3, SB4, SB5, SB6, SB7.</p>	<ul style="list-style-type: none"> • Power-point presentation • Facilitator- led - discussion • Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00 hr.
			<ul style="list-style-type: none"> • Gain practical knowledge of patient care • Gain practical knowledge to feed the patient • Gain practical knowledge of precautions to be taken While Feeding a Patient with a Medical Condition • Gain practical knowledge of food nutrition and dietetics <p>HSS/N5101 PC1, PC2, KA1, KB3, SA1, SA3, SB1, SB4.</p> <p>HSS/N5102 PC1, PC2, PC3, PC5, KB1, KB2, KB4, KB5.</p> <p>HSS/N5103 PC1, KA1, KA2, KA3, KB1, KB3, KB5, KB6, SB3, SB4, SB6, SB10.</p> <p>HSS/N5104 PC1, PC2, PC7, KB3, KB4, KB5, KB6, SB4, SB5.</p> <p>HSS/N5105 HSS/N5106 HSS/N5109 HSS/N5111 SA4, SA5, SB1, SB2, SB3, SB4, SB5, SB6, SB7.</p>	Practical Lab	Note Pad, Pen, charts, Mannequin, demonstration kits of different body mechanics & positions & internet use, stretcher, wheelchair, trolley, patient assisted devices, kidney tray, bed sore treating kit.	1:00 hr.

		Assist in Performing Care Plan	<p>1. Learn how to assist in measuring patient's parameters accurately</p>	<p>HSS/N5101 PC1, PC2, KA1, KB3, SA1, SA3, SB1, SB4.</p> <p>HSS/N5102 PC1, PC2, PC3, PC5, KB1, KB2, KB4, KB5.</p> <p>HSS/N5103 PC1, KA1, KA2, KA3, KB1, KB3, KB5, KB6, SB3, SB4, SB6, SB10.</p> <p>HSS/N5104 PC1, PC2, PC7, KB3, KB4, KB5, KB6, SB4, SB5.</p> <p>HSS/N5105 HSS/N5106 HSS/N5109</p> <p>HSS/N5111 SA4, SA5, SB1, SB2, SB3, SB4, SB5, SB6, SB7.</p>	<ul style="list-style-type: none"> • Power-point presentation • Facilitator- led - discussion • Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00 hr.
			<ul style="list-style-type: none"> • Measure Vital Signs/ Parameters • Gain practical knowledge of Body Temperature • Gain practical knowledge of blood pressure • Gain practical knowledge of breathing rate • Measurement of Breathing Rate • Gain practical knowledge of Height and Weight of a Patient 	<p>HSS/N5101 PC1, PC2, KA1, KB3, SA1, SA3, SB1, SB4.</p> <p>HSS/N5102 PC1, PC2, PC3, PC5, KB1, KB2, KB4, KB5.</p> <p>HSS/N5103 PC1, KA1, KA2, KA3, KB1, KB3, KB5, KB6, SB3, SB4, SB6, SB10.</p> <p>HSS/N5104 PC1, PC2, PC7, KB3, KB4, KB5, KB6, SB4, SB5.</p> <p>HSS/N5105 HSS/N5106 HSS/N5109</p> <p>HSS/N5111 SA4, SA5, SB1, SB2, SB3, SB4, SB5, SB6, SB7.</p>	Practical Lab	Note Pad, Pen, charts, Mannequin, demonstration kits of different body mechanics & positions & internet use, stretcher, wheelchair, trolley, patient assisted devices, kidney tray, bed sore treating kit.	1:00 hr.

13.	Elimination	Elimination	<ol style="list-style-type: none"> 1. Explain the meaning for excreta disposal in human body 2. Understand care to be provided in case of urine and bowel incontinence or patient with urinary catheter 3. Learn how to observe urine and stools for routine as well as special reporting 	HSS/N5105 PC1, PC2, PC3, PC5, PC6, KA1, KB1, KB2, KB3, KB4, KB5, SA4, SA5, SB2, SB3, SB5, SB6, SB15. HSS/N5110 PC1, PC2, KB3, KB4.	<ul style="list-style-type: none"> • Power-point presentation • Facilitator- led - discussion • Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	3:00 hrs.
			<ul style="list-style-type: none"> • Gain practical knowledge to manage elimination needs • Gain practical knowledge of equipment used to manage elimination needs • Gain practical knowledge to place the bed pan for use • Gain practical knowledge to use urinals • Gain practical knowledge to use diaper 	HSS/N5105 PC1, PC2, PC3, PC5, PC6, KA1, KB1, KB2, KB3, KB4, KB5, SA4, SA5, SB2, SB3, SB5, SB6, SB15. HSS/N5110 PC1, PC2, KB3, KB4.	Practical Lab	Note Pad, Pen, charts, Mannequin, wheel chair, stretcher, sample kit for stool collection etc.	7:00 hrs.
14.	Bed Making	Bed Making	<ol style="list-style-type: none"> 1. Learn various types of hospital beds. 2. Learn to make up the bed for patient 	HSS/N5114 PC1, PC2, PC3, PC4. HSS/N9605 SB3.	<ul style="list-style-type: none"> • Power-point presentation • Facilitator- led - discussion • Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	3:00 hrs.
			<ul style="list-style-type: none"> • Gain practical knowledge of hospital bed • Gain practical knowledge of bed making 	HSS/N5114 PC1, PC2, PC3, PC4. HSS/N9605 SB3.	Practical Lab	Note Pad, Pen, charts, Linen, mannequin, gauge, identification marks, bed making techniques e-module.	7:00 hrs.
15.	Fall Prevention	Fall Prevention	<ol style="list-style-type: none"> 1. Describe standards for prevention of patient's fall. 2. Describe care to be taken to avoid fall in high risk patients 3. Describe measures to be taken to prevent falls 4. Describe action in event of a fall incident. 	HSS/N5101 HSS/N5103 HSS/N5105 PC2, KB2, SB5. HSS/N5106 PC1, KB3, SB10. HSS/N5111 PC4. HSS/N9606 PC1, PC4, PC7, KB3.	<ul style="list-style-type: none"> • Power-point presentation • Facilitator- led - discussion • Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	3:00 hrs.

			<ul style="list-style-type: none"> Gain practical knowledge to prevent fall 	<p>HSS/N5101 HSS/N5103</p> <p>HSS/N5105 PC2, KB2, SB5.</p> <p>HSS/N5106 PC1, KB3, SB10.</p> <p>HSS/N5111 PC4.</p> <p>HSS/N9606 PC1, PC4, PC7, KB3.</p>	Practical Lab	Note Pad, Pen, charts, Mannequins, patient protection and assistance devices.	7:00 hrs.
16.	Mortuary Management	Mortuary Management	<ol style="list-style-type: none"> Understand how to carry out last office work in the hospital 	<p>HSS/N5115 PC1, PC3, PC4, PC5, PC6, PC7, PC8, KB1, KB2, KB4, SB1, SB2.</p>	<ul style="list-style-type: none"> Power-point presentation Facilitator- led - discussion Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	3:00 hrs.
			<ul style="list-style-type: none"> Identify signs of approaching death Identify signs of clinical death Identify procedure for care of body after death 	<p>HSS/N5115 PC1, PC3, PC4, PC5, PC6, PC7, PC8, KB1, KB2, KB4, SB1, SB2.</p>	Practical Lab	Note Pad, Pen, charts, Dead body kind mannequin, bed sheets, bandages, cotton, disinfectants.	7:00 hrs.
17.	Special Procedures	Special Procedures	<ol style="list-style-type: none"> Learn application of heat and cold Learn administering Oxygen Learn Suctioning Learn Catheterization Learn Enema Learn to Feed through Ryle's tube 	<p>HSS/N5105 PC1, PC6, KB8, SB9, SB17.</p> <p>HSS/N5109 PC1, KA1, KA2, KB3, SA3, SB6.</p> <p>HSS/N5114 PC1, PC3.</p>	<ul style="list-style-type: none"> Power-point presentation Facilitator- led - discussion Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2:00 hrs.
			<ul style="list-style-type: none"> Gain practical knowledge of application of heat and cold Gain practical knowledge of administering Oxygen Gain practical knowledge of Suctioning Gain practical knowledge of Catheterization Gain practical knowledge of Enema Gain practical knowledge of to Feed through Ryle's tube 	<p>HSS/N5105 PC1, PC6, KB8, SB9, SB17.</p> <p>HSS/N5109 PC1, KA1, KA2, KB3, SA3, SB6.</p> <p>HSS/N5114 PC1, PC3.</p>	Practical Lab	Note Pad, Pen, charts, O2 cylinder, suction kit, catheter, specimen, Ryle's tube, suction apparatus, heat and cold application methods, patient safety tools such as wheel chairs, trolleys, side rails, PPE, First Aid kit, betadine, cotton, bandages, sanitizers, disinfectants etc.	5:00 hrs.
		Transporting Specimens	<ol style="list-style-type: none"> Learn how to collect specimen Learn to transport patient's samples/ specimens 	<p>HSS/N5105 PC1, PC6, KB8, SB9, SB17.</p> <p>HSS/N5109 PC1, KA1, KA2, KB3, SA3, SB6.</p> <p>HSS/N5114 PC1, PC3.</p>	<ul style="list-style-type: none"> Power-point presentation Facilitator- led - discussion Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00 hr.

			<ul style="list-style-type: none"> Gain practical knowledge to collect specimen Gain practical knowledge to transport patient's samples/specimens 	<p>HSS/N5105 PC1, PC6, KB8, SB9, SB17.</p> <p>HSS/N5109 PC1, KA1, KA2, KB3, SA3, SB6.</p> <p>HSS/N5114 PC1, PC3.</p>	Practical Lab	Note Pad, Pen, charts, O2 cylinder, suction kit, catheter, specimen, Ryle's tube, suction apparatus, heat and cold application methods, patient safety tools such as wheel chairs, trolleys, side rails, PPE, First Aid kit, betadine, cotton, bandages, sanitizers, disinfectants etc.	2:00 hrs.
18.	Role of GDA in Sanitation, Safety and First-Aid	Safe Working Environment	1. Learn to handle hazardous situations safely	<p>HSS/N9606 PC1, PC2, PC3, PC4, KA1, KA2, KA3, KA4, KA5, SA1, SA3, SB2, SB8.</p> <p>HSS/N5110</p>	<ul style="list-style-type: none"> Power-point presentation Facilitator- led - discussion Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	3:00 hrs.
			<ul style="list-style-type: none"> Gain practical knowledge to handle hazardous situations safely 	<p>HSS/N9606 PC1, PC2, PC3, PC4, KA1, KA2, KA3, KA4, KA5, SA1, SA3, SB2, SB8.</p> <p>HSS/N5110</p>	Practical Lab	Note Pad, Pen, charts, Hand sanitizers, PPE, Hand washing techniques, steriliser, disinfectants etc.	3:00 hrs.
		First-Aid	1. Apply first aid on an injured person. 2. Identify the procedures of doing CPR .	<p>HSS/N9606 PC1, PC2, PC3, PC4, KA1, KA2, KA3, KA4, KA5, SA1, SA3, SB2, SB8.</p> <p>HSS/N5110</p>	<ul style="list-style-type: none"> Power-point presentation Facilitator- led - discussion Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	4:00 hrs.
			<ul style="list-style-type: none"> Apply first aid on an injured person. Identify and perform the procedures of doing CPR . 	<p>HSS/N9606 PC1, PC2, PC3, PC4, KA1, KA2, KA3, KA4, KA5, SA1, SA3, SB2, SB8.</p> <p>HSS/N5110</p>	Practical Lab	Note Pad, Pen, charts, Hand sanitizers, PPE, Hand washing techniques, steriliser, disinfectants etc.	5:00 hrs.
19.	Infections Control and Prevention	Prevent and Control Infection	<ol style="list-style-type: none"> Learn to control infections effectively. Learn to follow infection control policies and procedures. 	<p>HSS/N5108 PC1, PC2, PC3, PC4, PC6, KA2, KA3, KB3, KB4, SB1, SB2, SB3, SB8, SB9, SB10, SB12.</p>	<ul style="list-style-type: none"> Power-point presentation Facilitator- led - discussion Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00 hrs.

			<ul style="list-style-type: none"> Gain practical knowledge to control infections effectively Gain practical knowledge to follow infection control policies and procedures 	HSS/N5108 PC1, PC2, PC3, PC4, PC6, KA2, KA3, KB3, KB4, SB1, SB2, SB3, SB8, SB9, SB10, SB12.	Practical Lab	Note Pad, Pen, charts, Crash cart, emergency codes and fire extinguisher.	5:00 hrs.
		Handling and Cleaning of Equipment	1. Learn to clean equipment under supervision	HSS/N5108 PC1, PC2, PC3, PC4, PC6, KA2, KA3, KB3, KB4, SB1, SB2, SB3, SB8, SB9, SB10, SB12.	<ul style="list-style-type: none"> Power-point presentation Facilitator- led - discussion Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2:00 hrs.
			<ul style="list-style-type: none"> Gain practical knowledge to clean the equipment 	HSS/N5108 PC1, PC2, PC3, PC4, PC6, KA2, KA3, KB3, KB4, SB1, SB2, SB3, SB8, SB9, SB10, SB12.	Practical Lab	Note Pad, Pen, charts, Crash cart, emergency codes and fire extinguisher.	3:00 hrs.
20.	Institutional Emergencies, Fire safety and security	Maintain Workplace Health and Safety	1. Check own personal health and safety, and that of others in the workplace though precautionary measures.	HSS/N9606 PC1, PC2, PC3, PC4, PC5, PC7, KA2, KA4, KA5, KB3, KB4, KB6, SA3, SB8.	<ul style="list-style-type: none"> Power-point presentation Facilitator- led - discussion Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	4:00 hrs.
			2. Identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority.				
			3. Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency.				
			<ul style="list-style-type: none"> Identify and ensure own personal health and safety, and that of others in the workplace though precautionary measures. Identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority. Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency. 	HSS/N9606 PC1, PC2, PC3, PC4, PC5, PC7, KA2, KA4, KA5, KB3, KB4, KB6, SA3, SB8.	Practical Lab	Note Pad, Pen, charts, Crash cart, emergency codes and fire extinguisher.	6:00 hrs.
21.	Emergencies in Healthcare and Response to Patient Call	Emergencies in Healthcare and Response to Patient Call	1. Describe emergencies in Hospital and general conditions.	HSS/N5112 PC2, PC3, PC4, PC5.	<ul style="list-style-type: none"> Power-point presentation Facilitator- led - discussion Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	4:00 hrs.
			2. Learn Hospital Emergency Codes.				

			<ul style="list-style-type: none"> Gain practical knowledge of emergencies in hospital and general conditions Gain practical knowledge of hospital emergency codes 	<p>HSS/N5112 PC2, PC3, PC4, PC5.</p> <p>HSS/N5110 PC3, KB5, SA2.</p>	Practical Lab	Note Pad, Pen, charts, Crash cart, emergency codes and fire extinguisher.	6:00 hrs.
22.	IT Skills	Introduction to Computer	<ol style="list-style-type: none"> Define the computer. Recognise its various parts. Differentiate the advantages and disadvantages of computer. 	Digital Literacy	<ul style="list-style-type: none"> Power-point presentation Facilitator- led - discussion Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00 hr.
			<ul style="list-style-type: none"> Recognize various parts of computer. 	Digital Literacy	Practical Lab	Note Pad, Pen, charts and Computer with internet facility.	2:00 hrs.
		MS Word	<ol style="list-style-type: none"> Learn the concept of and practice MS-Word. Format a document. 	Digital Literacy	<ul style="list-style-type: none"> Power-point presentation Facilitator- led - discussion Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00 hr.
			<ul style="list-style-type: none"> Print a document etc. 	Digital Literacy	Practical Lab	Note Pad, Pen, charts and Computer with internet facility.	1:00 hr.
		MS Excel	<ol style="list-style-type: none"> Work on MS-Excel Format cells and cell content Use formulas Make Charts and Pivot Table 	Digital Literacy	<ul style="list-style-type: none"> Power-point presentation Facilitator- led - discussion Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00 hr.
			<ul style="list-style-type: none"> Work on MS-Excel Format cells and cell content Use formulas 	Digital Literacy	Practical Lab	Note Pad, Pen, charts and Computer with internet facility.	1:00 hr.
		Internet concepts	<ol style="list-style-type: none"> Understand internet concepts Recognise the different types of URLs Use MS-Outlook 	Digital Literacy	<ul style="list-style-type: none"> Power-point presentation Facilitator- led - discussion Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00 hr.
			<ul style="list-style-type: none"> Use MS-Outlook 	Digital Literacy	Practical Lab	Note Pad, Pen, charts and Computer with internet facility.	2:00 hrs.

23.	Soft Skills & Communication Skills	Soft Skills & Communication Skills	<ol style="list-style-type: none"> 1. Learn to communicate appropriately with co-workers 2. Gain knowledge about the language skills 3. Learn to respond to patient's call 	<p>HSS/N5107 PC6, KA1, SA3, SB1.</p> <p>HSS/N9603 SA5, SA10, SB2, SB3.</p> <p>HSS/N9604 PC1, KB1, SA1, SA2, SA3, SA4, SB1.</p> <p>HSS/N9605 SA3, SA4, SB3.</p> <p>HSS/N9607 KB5, SA4, SA4, SA7, SA8, SB3.</p>	<ul style="list-style-type: none"> • Power-point presentation • Facilitator- led - discussion • Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	8:00 hrs.
			<ul style="list-style-type: none"> • Gain knowledge about the language skills 	<p>HSS/N5107 PC6, KA1, SA3, SB1.</p> <p>HSS/N9603 SA5, SA10, SB2, SB3.</p> <p>HSS/N9604 PC1, KB1, SA1, SA2, SA3, SA4, SB1.</p> <p>HSS/N9605 SA3, SA4, SB3.</p> <p>HSS/N9607 KB5, SA4, SA4, SA7, SA8, SB3.</p>	Practical Lab	Note Pad, Pen, charts	7:00 hrs.

24.	Employability and Entrepreneurship skills	Personal Strengths & Value Systems	<ol style="list-style-type: none"> 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 	Bridge Module	<ul style="list-style-type: none"> • Power-point presentation • Facilitator- led - discussion • Audio- visuals Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	4:30 hrs.
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			<ol style="list-style-type: none"> 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 				
			<ul style="list-style-type: none"> • Demonstrate tips to prevent health issues. • Demonstrate safety tips to design a safe workplace. • Discuss effective time management techniques. 	Bridge Module	<ul style="list-style-type: none"> • Practical Lab 	Workbook exercises on health standards, Laptop, activity on strengths and weaknesses, white board, marker, projector.	4:00 hrs.
	Digital Literacy: A Recap	<ol style="list-style-type: none"> 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 benefits of Microsoft Outlook 7. Discuss the different types of e-commerce 8. List the benefits of e-commerce for retailers and customers 9. Discuss how the Digital India campaign will help boost e-commerce in India 10. Describe how you will sell a product or service on an e-commerce platform 	Bridge Module	<ul style="list-style-type: none"> • Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00 hr.	
		<ul style="list-style-type: none"> • Demonstrate basic parts of a computer. • Demonstrate basic parts of a keyboard. • Discuss the main applications of MS Office. 	Bridge Module	<ul style="list-style-type: none"> • 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.	3:00 hrs.	
	Money Matters	<ol style="list-style-type: none"> 1. Discuss the importance of saving money 2. Discuss the benefits of saving money 3. Discuss the main types of bank accounts 4. Differentiate between fixed and variable costs 5. Describe the main types of investment options 6. Describe the different types of insurance products 	Bridge Module	<ul style="list-style-type: none"> • Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	6:00 hrs.	

			<ol style="list-style-type: none"> 7. Describe the different types of taxes 8. Discuss the main types of electronic funds transfers 				
			<ul style="list-style-type: none"> • Discuss the process of opening a bank account. • Discuss the uses of online banking 	Bridge Module	<ul style="list-style-type: none"> • 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).	2:00 hrs.
	Preparing for Employment and Self Employment	<ol style="list-style-type: none"> 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 basic workplace terminology 		Bridge Module	<ul style="list-style-type: none"> • Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2:00hrs.
		<ul style="list-style-type: none"> • Role play how to prepare for an interview. • Discuss how to answer the most frequently asked interview questions 		Bridge Module	<ul style="list-style-type: none"> • 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"> 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 		Bridge Module	<ul style="list-style-type: none"> • Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2:30hrs.

			<ol style="list-style-type: none"> 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 				
			<ul style="list-style-type: none"> • Role play how to listen effectively. • Role play how to speak effectively. • Role play how to negotiate. 	Bridge Module	<ul style="list-style-type: none"> • 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"> 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 	Bridge Module	<ul style="list-style-type: none"> • Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images 	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2:00 hrs.

			<ol style="list-style-type: none"> 10. Differentiate between short-term, medium-term and long-term goals 11. Explain the financial planning process 12. Discuss ways to manage your risk 13. Discuss how to manage your own enterprise 				
			<ul style="list-style-type: none"> • Discuss how to write a business plan. • Discuss the procedure and formalities for applying for bank finance • List and discuss important questions that every entrepreneur should ask before starting an enterprise. 	Bridge Module	<ul style="list-style-type: none"> • 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.
Total Duration							280 hrs.

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for General Duty Assistant	
Job Role	General Duty Assistant
Qualification Pack	HSS/Q5101
Sector Skill Council	Healthcare Sector Skill Council
Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
4	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria.
5	To pass the Qualification Pack, every trainee should score as per assessment grid.
6	In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

Skills Practical and Viva (80% weightage)	
	Marks Allotted
Grand Total-1 (Subject Domain)	400
Grand Total-2 (Soft Skills and communication)	100
Grand Total-(Skills Practical and Viva)	500
Passing Marks (70% of Max. Marks)	350
Theory (20% weightage)	
	Marks Allotted
Grand Total-1 (Subject Domain)	80
Grand Total-2 (Soft Skills and Communication)	20
Grand Total-(Theory)	100
Passing Marks (50% of Max. Marks)	50

Grand Total-(Skills Practical and Viva + Theory)		600			
Overall Result		Criteria is to pass in both theory and practical individually. If fail in any one of them, then candidate is fail			
Detailed Break Up of Marks		Skills Practical & Viva			
Subject Domain		Pick any 2 NOS each of 200 marks totalling 400			
National Occupational Standards (NOS)	Performance Criteria (PC)	Total Marks (400)	Out Of	Marks Allocation	
				Viva	Skills Practical
1. HSS/ N 5101 (Assist nurse in bathing the patient)	PC1.Maintain the patient privacy and encourage patient do as much as possible to promote independence	200	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	2	8
	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
Total			200	60	140

2. HSS/ N 5102 (Assist nurse in grooming the patient)	PC1. Maintain the patient's privacy and encourage patient do as much as possible to promote independence	200	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
	Total		200	30	170
3.HSS/ N 5103 (Assist patient in dressing)	PC1. Maintain the patient privacy and encourage patient do as much as possible to promote independence	200	40	10	30
	PC2. Fasten the clothing with elastic fasteners and ensure that the footwear fits correctly		160	20	140
	Total		200	30	170
4. HSS/ N 5104 (Support individuals to eat and drink)	PC1. Make the patient comfortable and encourage eating as recommended	200	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
Total	200	40	160		

5. HSS/ N 5105 (Assist patient in maintaining normal elimination)	PC1. Promptly respond to patients elimination needs	200	4	0	4
	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
	Total		200	35	165
6. HSS/ N 5106 (Transferring patient within the hospital)	PC1. Use the equipment for transferring the patients correctly to avoid falls or injuries	200	10	2	8
	PC2. Ensure that the correct patient is being moved or wheeled out		10	2	8
	PC3. Understand patient's condition and estimate if additional help is required		30	5	25
	PC4. Transport the patient without causing trauma or injury		60	20	40
	PC5. Use proper body mechanics for transferring the patient		60	20	40
	PC6. Focus on safety first and ensure that the patient is comfortable		30	5	25
	Total		200	54	146
7.HSS/ N 5108 (Prevent and control infection)	PC1. Know all procedures required for infection control	200	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	6	24
	o Protective gears are used while getting in contact with the patient		10		
	o Consider all blood, body fluids and excreta contaminated		10		

	Total		200	70	130
8. HSS/ N 5109 (Assist nurse in performing procedures as instructed in the care plan)	PC1. Perform key procedures like inducing enema, prepare patient for being moved to the operation theatre	200	120	20	100
	PC2. Operate the equipment used to perform the procedure		80	20	60
	Total		200	40	160
9. HSS/ N 5110 (Assist nurse in observing and reporting changes in patient condition)	PC1. Observe colour changes like bluish or yellowish discoloration of the skin	200	50	20	30
	PC2. Observe changes in odour or consistency of urine and stools		50	20	30
	PC3. Communicate the observations in an appropriate language and construct		50	20	30
	PC4. Differentiate between immediate and routine reporting requirements		50	20	30
	Total		200	80	120
10. HSS/ N 5113 (Clean medical equipment under supervision of nurse)	PC1. Handle equipment safely or seek the help of nurse	200	40	10	30
	PC2. Use appropriate protective clothing and equipment when cleaning equipment		40	10	30
	PC3. Clean and maintain equipment according to manufacturer's instructions, any legal requirements and work setting procedures		40	10	30
	PC4. Report to appropriate people/nurse about the equipment that are unsuitable for use		40	10	30
	PC5. Dispose of any waste safely and according to legal requirements and organisation protocol		40	10	30
	Total		200	50	150
11. HSS/ N 5111 (Assist nurse in measuring patient parameters accurately)	PC1. Assist nurse in calibrating the scales and following manufacturer's guidelines	200	30	25	5
	PC2. Use different types of scales including manual, digital, standard, chair and bed scales		60	20	40
	PC3. Ensure that patient is comfortable and positioned correctly		60	20	40
	PC4. Ensure patient safety to prevent a fall or an injury		50	10	40
	Total		200	75	125
12. HSS/ N 5114 (Transport patient)	PC1. Perform effective hand hygiene and use personal protective equipment in accordance with the local and national policy/procedures	200	50	10	40

samples, drugs, patient documents and manage changing and transporting laundry/ linen on the floor)	PC2. Ensure linen receptacles that have not been filled or secured correctly in line with local policy are not collected or transported		20	10	10
	PC3. Ensure that trolleys or vehicles are cleaned, with or without disinfection, and check that they are in good working order before use, isolating and reporting any that are not		20	10	10
	PC4. Collect and transport clean linen avoiding cross contamination with used linen and use a trolley or vehicle specifically designated for the delivery of clean linen		50	10	40
	PC5. Hand over the patient documents and drugs to the concerned person		30	5	25
	PC6. Ensure that all documents and drugs are handed over carefully		30	5	25
	Total		200	50	150
13. HSS/ N 5115 [Carry out last office (Death care)]	PC1. Remove jewellery and any personal items, unless requested or advised otherwise. Ensure that appropriate records are made of any personal items left on the body or otherwise.	200	20	20	0
	PC2. Attend to hygiene needs, paying particular attention to hair, nail care and oral hygiene		20	3	17
	PC3. Attempt to close the eyes, using a small piece of clinical tape if required		10	2	8
	PC4. Attach identification labels/wrist bands according to local guidelines and organisational policy		30	10	20
	PC5. Dress the patient in a gown/shroud or own clothes, as required		30	0	30
	PC6. Place an incontinence pad underneath to contain any soiling		30	0	30
	PC7. Place the body in the bag as per instructions, post completing any necessary documentation by nurse/physician		30	10	20
	PC8. If a body bag is not to be used, enclose the body in a sheet, securing it with adhesive tape		30	10	20
	Total		200	55	145
Grand Total-1 (Subject Domain)		400			

Soft Skills and Communication		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 totalling 100			
National Occupational Standards (NOS)	Performance Criteria (PC)	Total Marks (100)	Out Of	Marks Allocation	
				Viva	Observation/ Role Play
Part 1 (Pick one field randomly carrying 50 marks)					
1. Communication & Proactiveness					
HSS/ N 5107 (Communicating appropriately with co-workers)	PC1. Be a good listener	25	3	0	3
	PC2. Speak clearly and slowly in a gentle tone		3	0	3
	PC3. Use the correct combination of verbal and non-verbal communication		3	0	3
	PC4. Use language familiar to the listener		3	0	3
	PC5. Give facts and avoid opinions unless asked for		3	0	3
	PC6. Structure brief and logical messages		10	3	7
	Total			25	3
HSS/ N 5112 (Respond to patient's call)	PC1. Promptly respond to call bell	25	5	2	3
	PC2. Communicate the medical needs to the nurse station without delay		8	3	5
	PC3. Courteously and sensitively meet patient needs		2	0	2
	PC4. Ensure that the patient is at ease or comfortable		2	0	2
	PC5. Quickly scan the patients surrounding and take appropriate action		8	4	4
	Total			25	9
Communication & Proactiveness Total		50	50	12	38
2. Attitude					
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	30	2	0	2
	PC2. Work within organisational systems and requirements as appropriate to one's role		2	0	2
	PC3. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority		8	4	4

	PC4. Maintain competence within one's role and field of practice		2	0	2
	PC5. Use relevant research based protocols and guidelines as evidence to inform one's practice		4	2	2
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times		4	2	2
	PC7. Identify and manage potential and actual risks to the quality and safety of practice		4	2	2
	PC8. Evaluate and reflect on the quality of one's work and make continuing improvements		4	2	2
	Total		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	20	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
	Total		20	7	13
Attitude Total		50	50	19	31
3. Attiquete					
HSS/ N 9605 (Manage work to meet requirements)	PC1. Clearly establish, agree, and record the work requirements	25	10	5	5
	PC2. Utilise time effectively		3	0	3
	PC3. Ensure his/her work meets the agreed requirements		3	0	3
	PC4. Treat confidential information correctly		3	3	0

	PC5. Work in line with the organisation's procedures and policies and within the limits of his/her job role		6	3	3
	Total		25	11	14
HSS/ N 5107 (Communicating appropriately with co-workers)	PC1. Be a good listener	25	3	0	3
	PC2. Speak clearly and slowly in a gentle tone		3	0	3
	PC3. Use the correct combination of verbal and non-verbal communication		3	0	3
	PC4. Use language familiar to the listener		3	0	3
	PC5. Give facts and avoid opinions unless asked for		3	0	3
	PC6. Structure brief and logical messages		10	3	7
	Total		25	3	22
Attiquete Total		50	50	14	36
Part 2 (Pick one field as per NOS marked carrying 50 marks)					
1. Team Work (Evaluate with NOS: HSS/N/5109, 5110, 5113)					
HSS/ N 9604 (Work effectively with others)	PC1. Communicate with other people clearly and effectively	50	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
Total		50	24	26	
2. Safety management (Evaluate with NOS: HSS/N/5101, 5102, 5103, 5104, 5106, 5111)					
HSS/ N 9606 (Maintain a safe, healthy, and secure working)	PC1. Identify individual responsibilities in relation to maintaining workplace health safety and security requirements	50	6	2	4
	PC2. Comply with health, safety and security procedures for the workplace		4	0	4

environment)	PC3. Report any identified breaches in health, safety, and security procedures to the designated person	50	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
	Total		50	25	25

3. Waste Management (Evaluate with NOS: HSS/N/5105, 5108, 5114, 5115)

HSS/ N 9609 (Follow biomedical waste disposal protocols)	PC1. Follow the appropriate procedures, policies and protocols for the method of collection and containment level according to the waste type	50	6	2	4
	PC2. Apply appropriate health and safety measures and standard precautions for infection prevention and control and personal protective equipment relevant to the type and category of waste		8	4	4
	PC3. Segregate the waste material from work areas in line with current legislation and organisational requirements		4	0	4
	PC4. Segregation should happen at source with proper containment, by using different colour coded bins for different categories of waste		8	4	4
	PC5. Check the accuracy of the labelling that identifies the type and content of waste		4	2	2
	PC6. Confirm suitability of containers for any required course of action appropriate to the type of waste disposal		4	4	0
	PC7. Check the waste has undergone the required processes to make it safe for		4	4	0

	transport and disposal			
	PC8. Transport the waste to the disposal site, taking into consideration its associated risks		4	4
	PC9. Report and deal with spillages and contamination in accordance with current legislation and procedures		4	4
	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
	Total		50	32
Grand Total-2 (Soft Skills and Communication)			100	
Detailed Break Up of Marks				Theory
Subject Domain				Pick all NOS totalling 80 marks
National Occupational Standards (NOS)	Performance Criteria (PC)			Weightage
1. HSS/ N 5101 (Assist nurse in bathing the patient)	PC1.Maintain the patient privacy and encourage patient do as much as possible to promote independence			6
	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 5102 (Assist nurse in grooming the	PC1. Maintain the patient's privacy and encourage patient do as much as possible to promote independence			6

patient)	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 5103 (Assist patient in dressing)	PC1. Maintain the patient privacy and encourage patient do as much as possible to promote independence	6
	PC2. Fasten the clothing with elastic fasteners and ensure that the footwear fits correctly	
4. HSS/ N 5104 (Support individuals to eat and drink)	PC1. Make the patient comfortable and encourage eating as recommended	6
	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 5105 (Assist patient in maintaining normal elimination)	PC1. Promptly respond to patients elimination needs	6
	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 5106 (Transferring patient within the hospital)	PC1. Use the equipment for transferring the patients correctly to avoid falls or injuries	6
	PC2. Ensure that the correct patient is being moved or wheeled out	
	PC3. Understand patient's condition and estimate if additional help is required	
	PC4. Transport the patient without causing trauma or injury	
	PC5. Use proper body mechanics for transferring the patient	
	PC6. Focus on safety first and ensure that the patient is comfortable	
7.HSS/ N 5108 (Prevent and control infection)	PC1. Know all procedures required for infection control	8
	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	
8. HSS/ N 5109 (Assist nurse in performing procedures as instructed in the care plan)	PC1. Perform key procedures like inducing enema, prepare patient for being moved to the operation theatre	6
	PC2. Operate the equipment used to perform the procedure	
9. HSS/ N 5110 (Assist nurse in observing and reporting changes in patient condition)	PC1. Observe colour changes like bluish or yellowish discoloration of the skin	6
	PC2. Observe changes in odour or consistency of urine and stools	
	PC3. Communicate the observations in an appropriate language and construct	
	PC4. Differentiate between immediate and routine reporting requirements	
10. HSS/ N 5113 (Clean medical equipment under supervision of nurse)	PC1. Handle equipment safely or seek the help of nurse	6
	PC2. Use appropriate protective clothing and equipment when cleaning equipment	
	PC3. Clean and maintain equipment according to manufacturer's instructions, any legal requirements and work setting procedures	

	PC4. Report to appropriate people/nurse about the equipment that are unsuitable for use	
	PC5. Dispose of any waste safely and according to legal requirements and organisation protocol	
11. HSS/ N 5111 (Assist nurse in measuring patient parameters accurately)	PC1. Assist nurse in calibrating the scales and following manufacturer's guidelines	6
	PC2. Use different types of scales including manual, digital, standard, chair and bed scales	
	PC3. Ensure that patient is comfortable and positioned correctly	
	PC4. Ensure patient safety to prevent a fall or an injury	
12. HSS/ N 5114 (Transport patient samples, drugs, patient documents and manage changing and transporting laundry/ linen on the floor)	PC1. Perform effective hand hygiene and use personal protective equipment in accordance with the local and national policy/procedures	6
	PC2. Ensure linen receptacles that have not been filled or secured correctly in line with local policy are not collected or transported	
	PC3. Ensure that trolleys or vehicles are cleaned, with or without disinfection, and check that they are in good working order before use, isolating and reporting any that are not	
	PC4. Collect and transport clean linen avoiding cross contamination with used linen and use a trolley or vehicle specifically designated for the delivery of clean linen	
	PC5. Hand over the patient documents and drugs to the concerned person	
	PC6. Ensure that all documents and drugs are handed over carefully	
13. HSS/ N 5115 [Carry out last office (Death care)]	PC1. Remove jewellery and any personal items, unless requested or advised otherwise. Ensure that appropriate records are made of any personal items left on the body or otherwise.	6
	PC2. Attend to hygiene needs, paying particular attention to hair, nail care and oral hygiene	
	PC3. Attempt to close the eyes, using a small piece of clinical tape if required	
	PC4. Attach identification labels/wrist bands according to local guidelines and organisational policy	
	PC5. Dress the patient in a gown/shroud or own clothes, as required	
	PC6. Place an incontinence pad underneath to contain any soiling	
	PC7. Place the body in the bag as per instructions, post completing any necessary documentation by nurse/physician	

	PC8. If a body bag is not to be used, enclose the body in a sheet, securing it with adhesive tape	
Grand Total-1 (Subject Domain)		80
Soft Skills and Communication		Select each part each carrying 10 marks totalling 20
National Occupational Standards (NOS)	Performance Criteria (PC)	Weightage
1.HSS/ N 5107 (Communicating appropriately with co-workers)	PC1. Be a good listener	4
	PC2. Speak clearly and slowly in a gentle tone	
	PC3. Use the correct combination of verbal and non-verbal communication	
	PC4. Use language familiar to the listener	
	PC5. Give facts and avoid opinions unless asked for	
	PC6. Structure brief and logical messages	
2. HSS/ N 5112 (Respond to patient's call)	PC1. Promptly respond to call bell	2
	PC2. Communicate the medical needs to the nurse station without delay	
	PC3. Courteously and sensitively meet patient needs	
	PC4. Ensure that the patient is at ease or comfortable	
	PC5. Quickly scan the patients surrounding and take appropriate action	
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	2
	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	
	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	2
	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	
	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 requirements)	PC1. Clearly establish, agree, and record the work requirements	2
	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	2
	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	
Grand Total-2 (Soft Skills and Comunication)		20



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