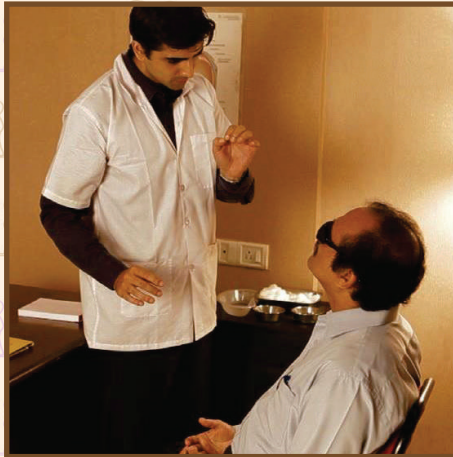




# Facilitator Guide



Sector  
Health

Sub-Sector  
Allied Health & Paramedics

Occupation  
Vision Technician

Reference ID: HSS/Q 3001, Version 1.0  
NSQF Level: 3

# Vision Technician





**Shri Narendra Modi**  
Prime Minister of India

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



## Acknowledgement

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

We would like to thank Dr Naresh Trehan, Chairman, HSSC for his constant guidance and support.

We would also like to acknowledge the efforts of HSSC Governing Council and members of HSSC Content Approval Committee; Dr A K Agrawal, Dr Alexander Thomas and HSSC team who guided preparation of the book.

Sincere appreciation is extended to our industry partners, all experts for providing technical inputs and reviewing the individual modules. The efforts of Team Talento is specially appreciated for supporting the development of the book.

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

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

*For Healthcare Sector Skill Council*

**Dr Shubnum Singh**

(Chairperson, HSSC Content Approval Committee)

*For Healthcare Sector Skill Council*

**Mr. Ashish Jain**

(Chief Executive Officer)

## About this Guide

This Facilitator Guide is designed to enable training for the specific Qualification Pack (QP). Each National Occupational (NOS) is covered across Unit/s. Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS.

- Obtain the case history
- Measure visual acuity
- Assess refractive status
- Dispense spectacles and dispense optical prescription accurately
- Store medical records
- Maintain confidentiality of medical records
- Collate and communicate health information
- Act within the limits of your competence and authority
- Maintain a safe, healthy and secure environment
- Practice code of conduct while performing duties
- Follow biomedical waste disposal protocols
- Follow infection control policies and procedures

The symbols used in this book are described below:

## Symbols Used



Activity



Ask



Demonstrate



Do



Exercise



Elaborate



Facilitation Notes



Key Learning Outcomes



Tips



Role Play



Say



Team Activity



Resources



Objectives

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## Key Learning Outcomes

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

1. State the overview of healthcare industry.
2. Describe the job ladder in healthcare industry.
3. Describe the Structure and Services of an Ophthalmic Clinic or Hospital
4. State and follow the rules of patient care.
5. Roles and Responsibilities of Vision technician.

## UNIT 1.1: Healthcare Delivery Systems

### Unit Objectives

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

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
- Participants Manual
- 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 gain a lot of knowledge about new trends in healthcare system.

### Ask

- Ask participants how much they know and aware about the healthcare industry?
- Ask them about type of health sector and its services of their local region.

### Activity

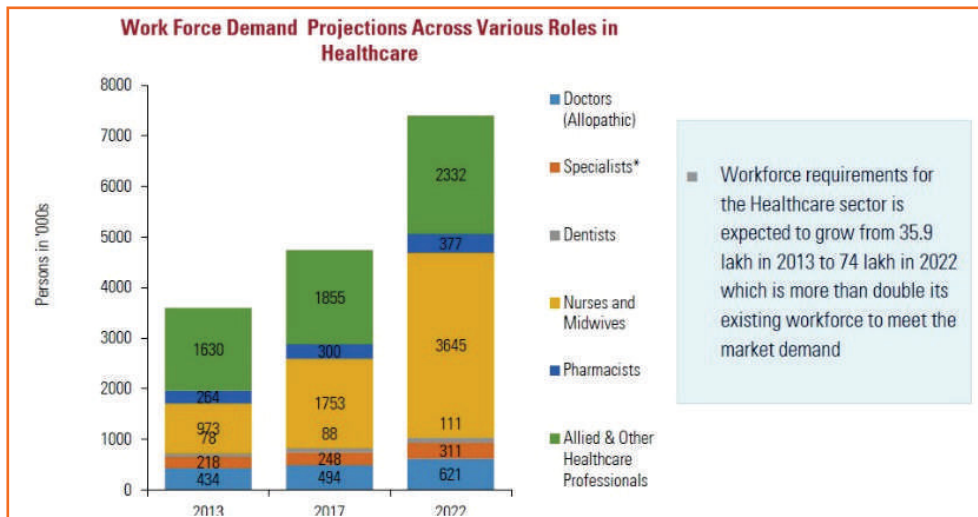
- Ask students to sit in a closed group in the training room.
- Ask them to watch the slides display with help of projectors that illustrate:
  - » Public Health Sector
  - » Indigenous Systems of medicine
  - » Voluntary health Agencies
  - » National Health programs
- Make sure every student takes part in the activity and able to gain knowledge as much as possible

## Say

- Thank the students for providing their support to complete process.
- 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 and the skill that they are going to develop through this program.
- Tell them about new trends of healthcare industry, its need and new job opportunities, job ladder in healthcare industry.
- Tell them the workforce demand in healthcare sector.



## 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: Structure and Services of an Ophthalmic Clinic or Hospital

### Unit Objectives

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

1. Describe the Structure and Services of an Ophthalmic Clinic or Hospital

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Flip Chart
- Participant Manual
- Manikin
- Chart and poster demonstration

### Do

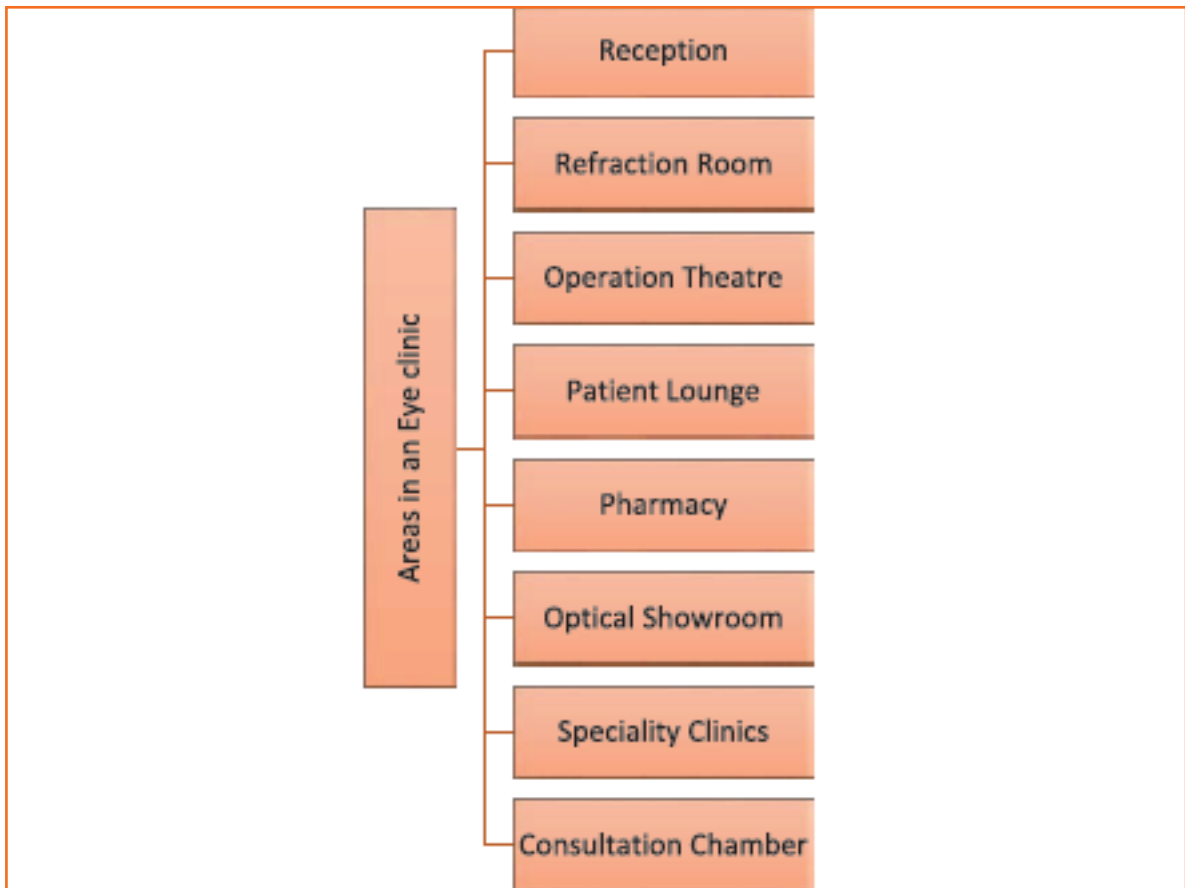
- Welcome participants to the second unit of the module. Tell them in this unit they will learn about healthcare industry.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about the Services of an Ophthalmic Clinic or Hospital.

### Ask

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

**Do** 

- Show the participants a chart detailing “Eye Clinic Areas and staff of an Eye Clinic”.
  - » Areas in Eye Clinic



- » Staff of an Eye Clinic



- With the help of following pictures explain the types of duties and roles of eye clinic staff and ask them to present in front of others.

» Reception



» Patient lounge



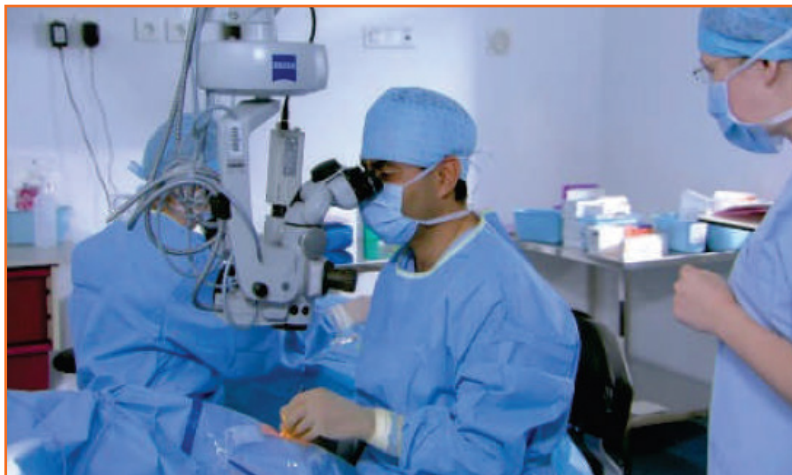
» Refraction room



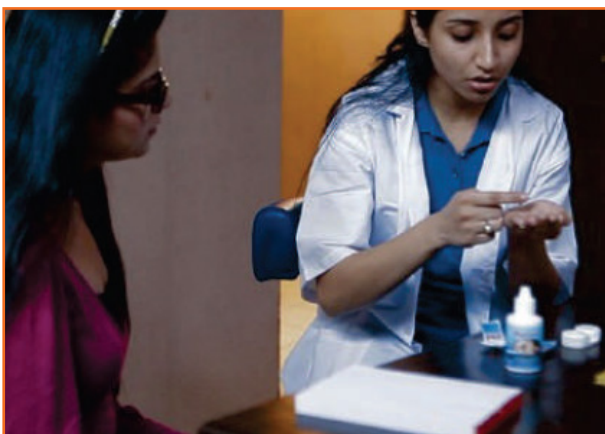
» Consultation chamber



» Operation theatre



» Specialty clinic





» Optical showroom



• Pharmacy



Say 

- Give an overview of the Ophthalmic Clinic or Hospital globally and in India.
- Talk about the importance of ophthalmic industry, networking with other sectors to meet health needs of a country.
- Provide specific details of India's ophthalmic industry with a focus on coverage, services and expenditure in public and private health sectors.
- Also, discuss the various sections of ophthalmic department of hospital.
- Discuss and highlight the roles and responsibilities of ophthalmic needs of a country.
- Provide an understanding of the organizational structure of a Ophthalmic Clinic

## Tips

- Members of an Ophthalmic Clinic are:
  - » Ophthalmologist
  - » Nursing Staff
  - » Optometrist
  - » Vision technician
  - » Healthcare Assistants
- Areas of Ophthalmic Clinic:
  - » Reception Area
  - » Patient Lounge
  - » Refraction Room
  - » Consultation Chamber
  - » Speciality Clinics
  - » Optical Showroom
  - » Pharmacy
  - » Operation Theatre

## Notes for Facilitation

- You could re-emphasize 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)

- Ask the students to give a presentation of specific clinic area of their interest in front of all one by one (No repetition)
- Also allocate the same role to them to perform by creating an Ophthalmic Clinic setup to assess their knowledge.

## 1.3: Patient's Right

### Unit Objectives

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

1. State and follow the rules of patient care.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Patient Feedback form
- Sample Complaint book

### 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 rules of patient care.

### Activity

- Ask students to prepare a list of patient's right in detail.
- Discuss in group about rule and regulations that need to be followed to protect these rights.
- Subdivide the activity amongst the class and randomly choose distribute these amongst participants.
  - » Right to access to care
  - » Right to respect and Privacy
  - » Right to consent and Complain
  - » Right to transfer and continuity of care
  - » Right to refusal to treatment

**Do** 

- Ask students what the common rights for a patient care are and how to follow and regulate it.

**Say** 

- Prepare a list of Patients care right.
- Explain the purpose and conditions under which Patients care right can be used.
- Explain in details about the terms and conditions of a Patients care right to be maintain under different department of the hospital.
- Also explain to the participants the importance of adhering to the protocols and guidelines relevant to it.
- Talk about and give examples of the risks involved with regard to patient care when the accurate procedures are not followed.
- Talk about how to maintain personal grooming, health and hygiene practices

**Ask** 

- Ask students why is the Patients care right important for the hospital and patient both?
- What do you understand by “Patients vision”?
- Tell three patients right if he wishes to move to another hospital for treatment.

**Tips** 

1. The Patients care right can be used in case the patient has any problem with the services provided by the hospital.
2. Rules need to be followed to protect the patient right.

**Notes for Facilitation** 

- You could divide the class into four groups. Assign one topic (from the list of patients care right) to each group and ask them to present important points on each of the topics
  - » Right to access to care
  - » Right to respect
  - » Right to privacy
  - » Right to consent
  - » Right to transfer and continuity of care
  - » Right to complain

## Unit 1.4: Roles and Responsibilities of Vision Technician

### Unit Objectives

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

1. Roles and Responsibilities of Vision technician.

### Resources to be Used

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

### Say

- Discuss with the participants in detail about the following area of work:
  - » Ensuring patients comfort
  - » Assisting the ophthalmologist
  - » Maintaining records
- Discuss about the simplest ways to ensuring patients comfort.
- Discuss important points need to be remembering while help the ophthalmologist in the clinic procedures.
- Maintaining records for administrative purpose.

### Do

- Show the participants list of areas of work need to focus by vision technician.

### Tips

- Ensuring patients comfort
  - » Help the patient with registration process
  - » Assisting ophthalmologist and Optometrists
  - » Consult patients as per ophthalmologist's advice
  - » Assisting ophthalmologist in emergency.

## Activity

- Divide the class into 3-4 groups. Name each group as team A, B, C, D.
- In front of each of the groups, display main areas of works of vision technician
- Ask each team to explain in detail about specific areas responsibilities.
- Each team will get 10 minutes to accomplish the activity.

## Notes for Facilitation

- You could randomly ask the participants about certain roles of Vision Technician.
- 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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Transforming the skill landscape

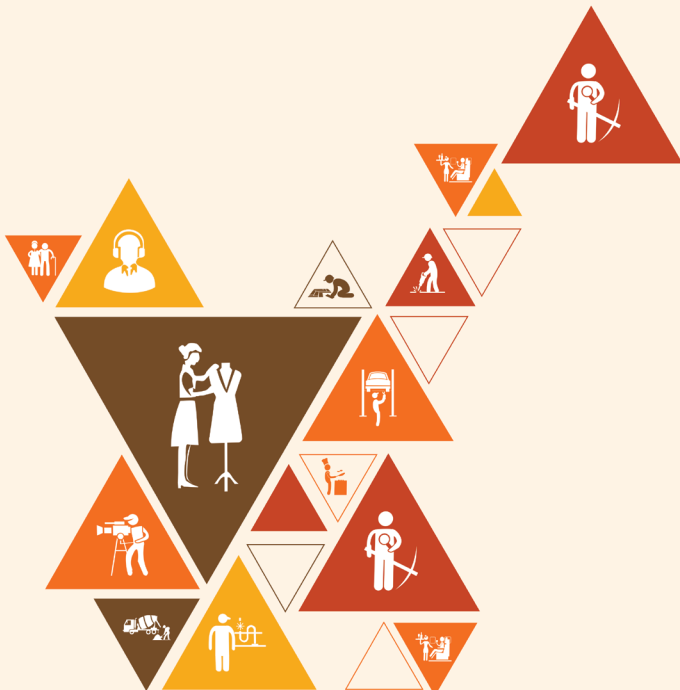


## 2. Introduction to Human Body- Structure and Function

Unit 2.1 – Human Anatomy

Unit 2.2 – Human Physiology

Unit 2.3 – Branches of Medicine



## Key Learning Outcomes

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

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



## Unit 2.1: Human Anatomy

### Unit Objectives

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

1. Explain the functions of the human body in discharging their role as Vision Technician

### Resources to be Used

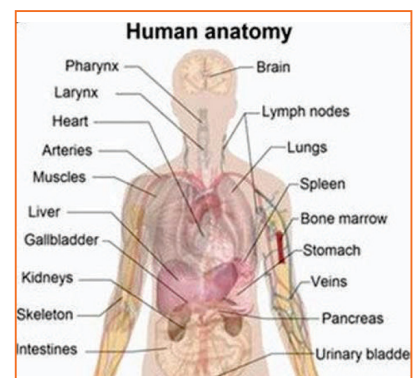
- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Manikin
- Charts
- Demonstration kits of different body parts

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any. (add recap also)
- Tell them they are going to learn about basics of Anatomy.
- 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 picture.
- Provide details on the functioning of human body areas such as:
  - » Head and Neck
  - » Thorax
  - » Abdomen
  - » Upper and Lower Limbs
  - » Back of human body
- Talk about the important functioning of these human body parts in our daily life and how to care them



## Ask

- Ask the participants about the anatomy of various parts of human body.
- Ask them about the functions of different body systems.

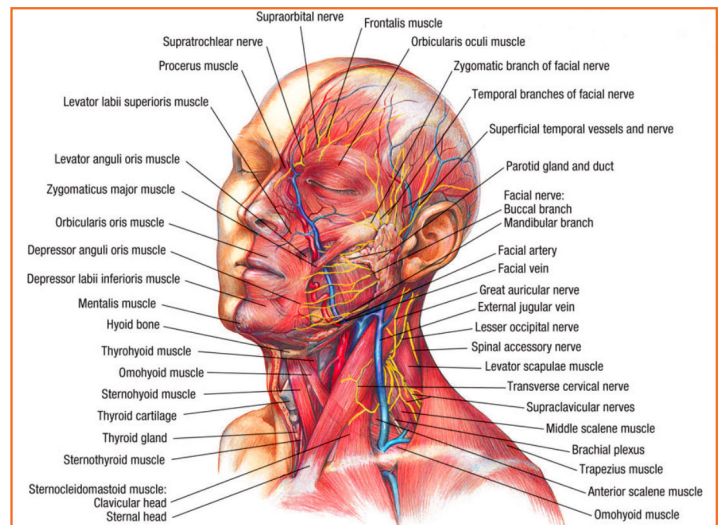
## Explain

- Explain the basic structure of human body.
- Explain the physiological systems in human body and its various functions.

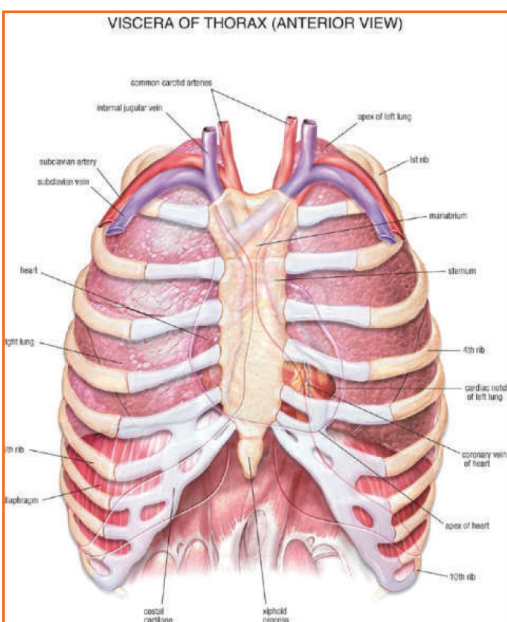
## Activity

- Conduct a skill practice activity.
- Divide the students into 3-4 groups.
- Assign two of the following Anatomy systems to each group (provide a big chart of the Anatomy system without details)

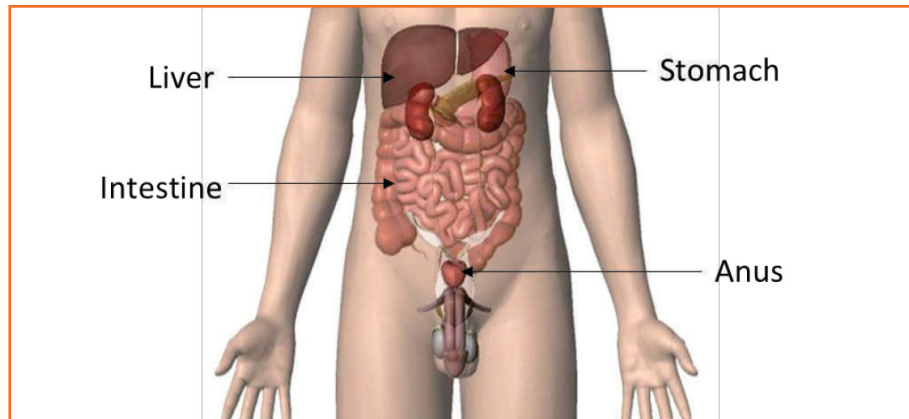
» Head and Neck



» Thorax



## » Abdomen



## » Upper and Lower Limbs

## » Back of human body

- Ask students to identify main organs and functions of the above mentioned 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.

## Unit 2.2: Human Physiology

### Unit Objectives

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

1. Explain the functions of the human body.

### Resources to be Used

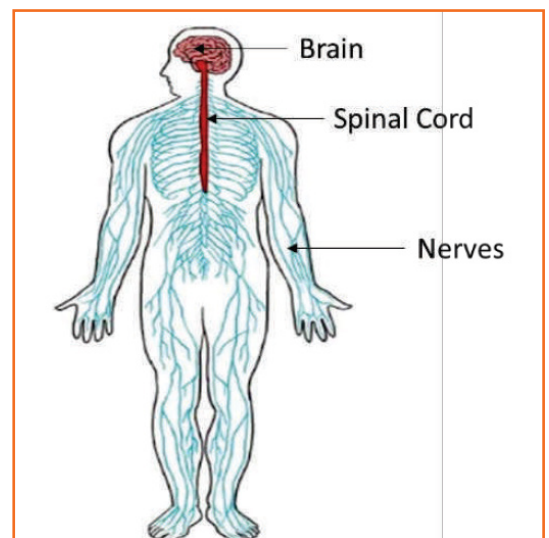
- Black or white Board
- Chalk pieces or white board marker pens, duster
- Participants Manual
- Charts
- Instructional Videos or posters

### Do

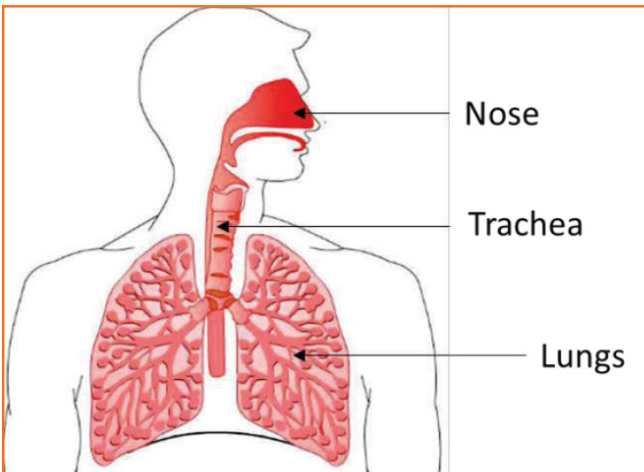
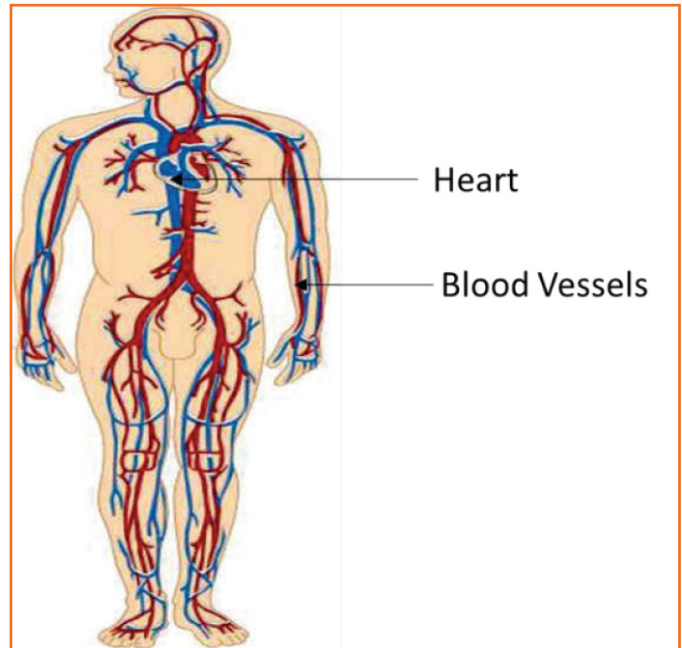
- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any. (add recap also)
- Tell them they are going to learn about basics of Human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

### Say

- Explain the human Physiology with the help of pictures.
- Explain the different basic physiological systems in the human body including:
  - » Nervous System

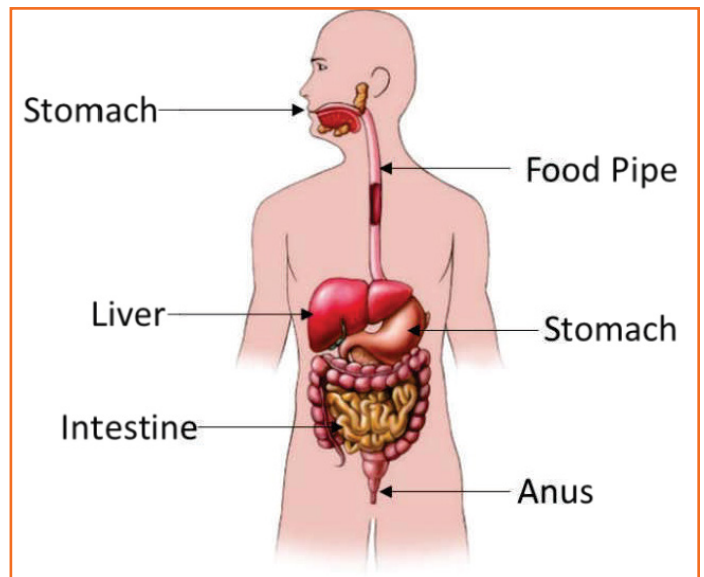


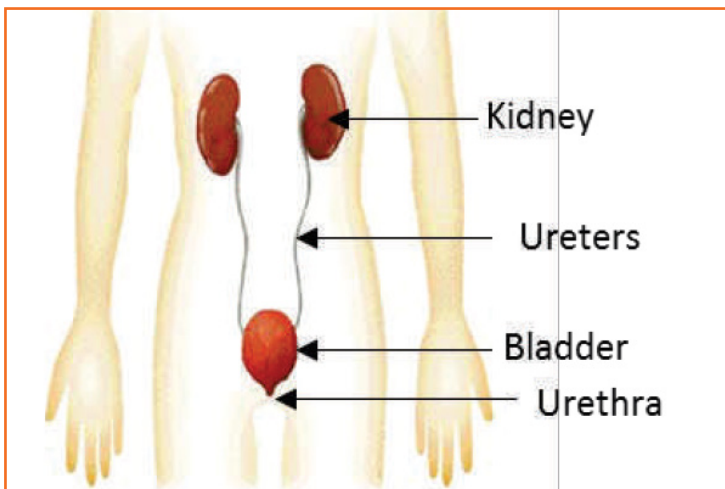
- » Muscular and skeletal system
- » Circulatory system



- » Respiratory system

- » Digestive system





» Urinary system

- » Reproductive system
- » Supporting Physiological Systems
- Talk about the important functioning of these human body parts and how to care them.

### Ask

- Ask them about their knowledge on different physiological functions of body.
- Ask them to draw some pictures of physiological systems they know or aware on the board.

### Explain

- Explain the Immune, Digestive, Circulatory, Respiratory and nervous systems with help of the images.

### Activity

- Randomly pick students and ask them to explain the parts and functions of the following:
  - » Human Physiology
  - » Circulatory System
  - » Respiratory System
  - » Digestive System
  - » Urinary System
- Evaluate the performance and appreciate the best performer.

## Notes for Facilitation

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

## Unit 2.3: Branches of Medicine

### Unit Objectives

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

1. State the different branches of medicine and its function.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- Participants Manual
- Charts
- Projectors

### Do

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

### Say

- Explain the various branches of medicine.
- Explain the different branches of medicine including:
  - » Clinical medicine
    - \* Pathology
    - \* Pharmacology
    - \* Histology
    - \* Microbiology
    - \* Immunology
    - \* Genetics
  - » Internal medicine



- \* Cardiology
- \* Critical Care medicine
- \* Endocrinology
- \* Gastroenterology
- \* Nephrology
- \* Oncology
- \* Pediatrics
- \* Pulmonolgy
- \* Opthamology
- \* Obstetrics and Gynecology
- \* Dermatology
- » General Surgery
  - \* Cardiovascular Surgery
  - \* Gastroenteric Surgical Procedures
  - \* Neurosurgery
  - \* Transplant surgery
  - \* Trauma surgery
  - \* Vascular surgery
- » Supporting branches of medicines
  - \* Clinical pathology
  - \* Radiology
  - \* Pharmacology
  - \* Community and Preventive medicine
- Talk about the important functioning of these branches of medicine.
- Tell them about two categories of practices in a hospital:
  - » Medical Care
  - » Surgical Care Surgeons

## Activity

- Divide the students into 4 groups.
- Give them a list of a few Surgeries and treatment.
- Ask them to identify which medicine branch is more suitable for that surgery or treatment
- If it's found correct then describe in few lines about that medicine branch.

## 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.
- Tell the participants to visit the various branches of medicine to get more awareness.



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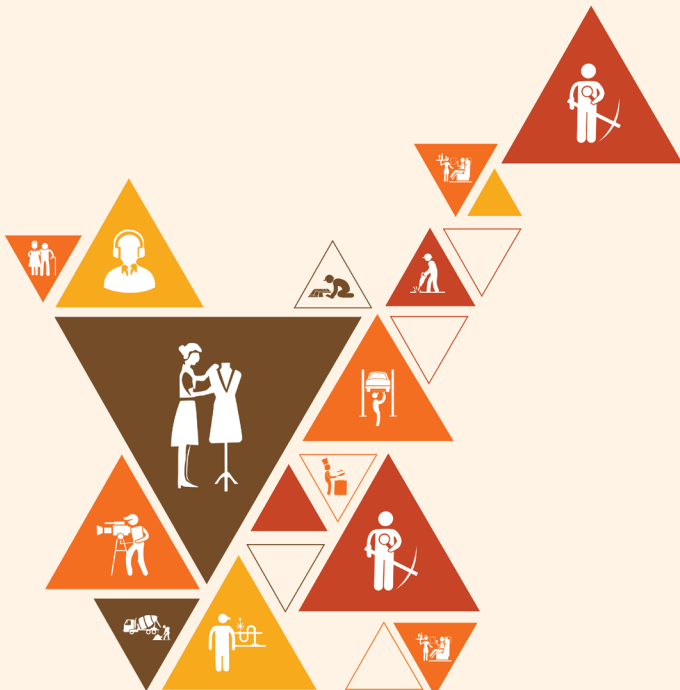
Healthcare  
Sector  
Skill Council

# 3. Basics of Ophthalmology

Unit 3.1 – Ocular Anatomy and Physiology

Unit 3.2 – Basic Optics

Unit 3.3 – Ophthalmology Related Medical Terminologies



HSS/N3001, HSS/  
N3002, HSS/N3003,  
HSS/N3004

## Key Learning Outcomes

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

1. List the different parts of the eye.
2. State the functions of different parts of the eye.
3. Explain how we see.
4. Explain the refraction and vision.
5. Explain and understand the medical terminologies related to ophthalmology

## UNIT 3.1: Ocular Anatomy and Physiology

### Unit Objectives

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

1. List the different parts of the eye.
2. State the functions of different parts of the eye.
3. Explain how we see.

### Resources to be Used

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

### Do

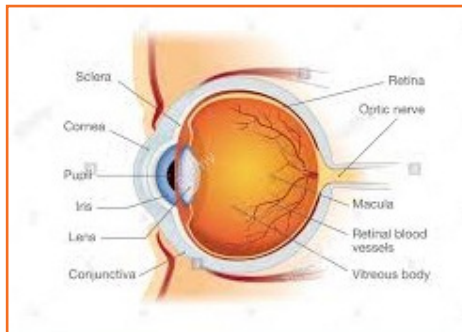
- Greet and welcome the participants to the next unit of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about human eye anatomy and physiology.

### Say

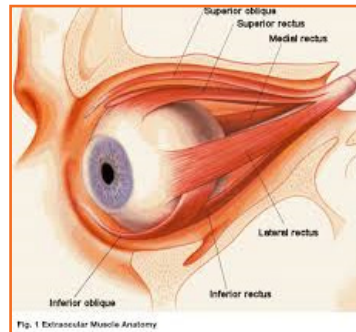
- Explain the structure and functions of Human Eye.
- Talk about the process how does the Eye see.
- Discuss the fundamentals of muscles movement in the eyes.
- Explain the wall of eye ball with the help of pictures.

## Demonstrate

- Demonstrate the structure and functions of Human eye with help of below images.

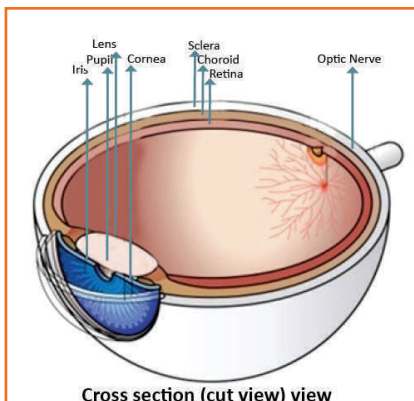


Front View of Human Eye

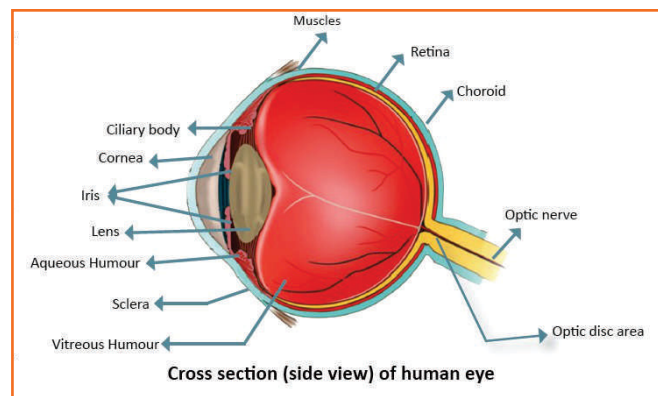


View of Eye Ball in the Socket

- Demonstrate Human Eye Cross Sections with help of below images.



Cross section (cut view) view



Cross section (side view) of human eye

## Ask

- Ask students to explain the process how the functioning of eye can be compared to a camera.

## Explain

- Explain the different parts of human eye and its function.
- Explain in detail how we see with help of eye and its process.

## Tips

- As a primary function, the eyes enable us to see shapes, Colours and dimensions of an object by receiving the light impulses created by emission or reflection of its light waves.
- The eyes are located in the orbit, which is a socket in the skull. The eyeball consist of an outer layer, middle layer and an inner layer.

- The transparent dome shaped bulge on the front surface of the eye is the cornea. There are no blood vessels in it and is stored in the eye banks for eye transplant
- The retina is the screen of the eye where images are formed. The retina converts the light that falls on the eye into electrical impulses and sends it to the brain.
- Tear glands also called lacrimal glands. They are located in the upper lateral part of the eye.

## Activity

- Ask two volunteers to come forward.
- Ask one of the participants to explain the basic structure of eye on blackboard with help of pictures (draw it on board)
- Ask other participants to explain the functions of human eye.
- Tell the participant to demonstrate the extraocular muscle moments in front of class one by one.

## Notes for Facilitation

- You could demonstrate the eye functioning by compare it with the principle of camera to click pictures.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## UNIT 3.2: Basic Optics

### Unit Objectives

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

1. Explain the refraction and vision.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Ishihara Charts
- Glass (with water)
- Color perception charts

### Do

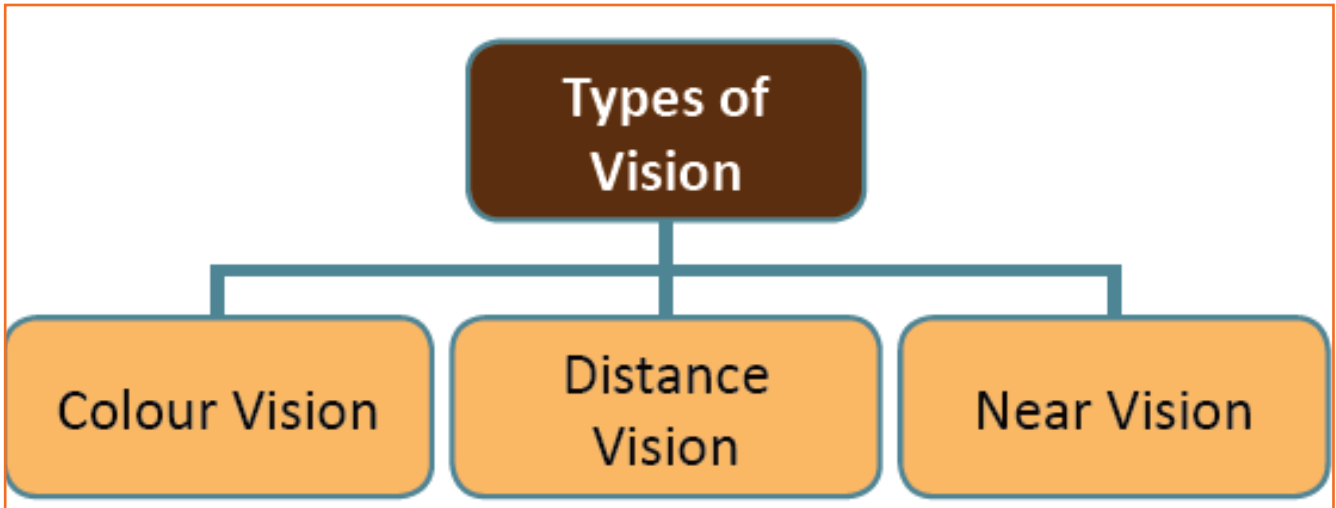
- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any. (add recap also)
- Tell them they are going to learn about the refraction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

### Say

- Describe “What is Refraction”.
- Explain the phenomenon of Refraction:
  - » Rays of light pass through the lens of eye.
  - » The rays are refracted
  - » They meet at a single point on the retina.
  - » The image is formed.



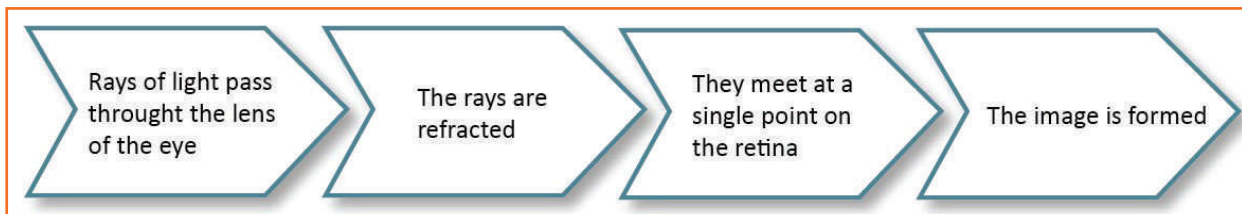
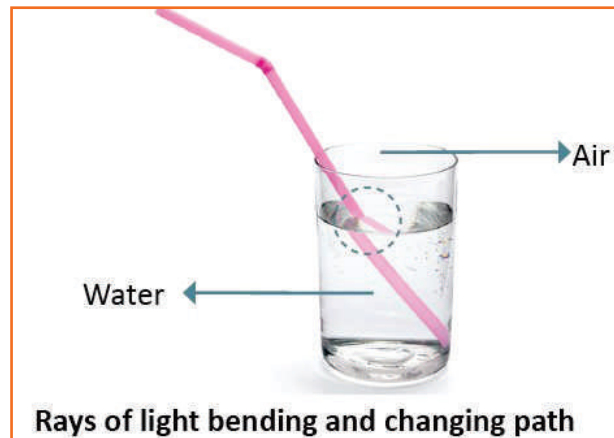
- Explain the different types of vision.
  - » Colour Vision



- » Distance Vision
- » Near Vision
- » Illustrate the concept of vision testing and Colour Vision testing.

## Demonstrate

- Explain the phenomenon of refraction of light with help of below setup.



Phenomenon of Refraction

## Activity

- Divide the participants in groups of 2
- Tell the students to pair up together and take turns testing and recording their visual acuity. Make sure the recorder hold the chart at 16 inches from the face of the person being tested.
- Use the recording sheet for students to place their responses.
- Then have the students switch roles and repeat the activity.
- Students should record the visual acuity as the last line on which their partner correctly read at least 4 of the letters correctly.

## Notes for Facilitation

- Give the color perception charts to the students and tell them to identify the number.
- 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 process.

## UNIT 3.3: Ophthalmology Related Medical Terminology

### Unit Objectives

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

1. Explain and understand the medical terms associated with Ophthalmology.

### Resources to be Used

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

### Do

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

### Say

- Describe the common medical terms related to “Eye”.
- Following is a list of common medical terminologies associated with ophthalmology:
  - » Accommodation
  - » Amblyopia
  - » Amsler Grid
  - » Angle
  - » Aphakia
  - » Aqueous
  - » Astigmatism
  - » Automated Lamellar Keratoplasty (Alk)

- » Bifocals
- » Binocular Vision
- » Blepharitis
- » Blind Spot
- » B-Scan
- » Cataract
- » Central Retinal Artery
- » Central Retinal Vein
- » Central Vision
- » Chalazion
- » Color Blindness
- » Cone
- » Cornea
- » Convergence
- » Conjunctivitis
- » Conjunctiva
- » Diabetic Retinopathy
- » Dilated Pupil
- » Diopter (D)
- » Drusen Dry Eye Syndrome
- » Ectropion
- » Emmetropia
- » Entropion
- » Esotropia
- » Excimer Laser
- » Exotropia
- » Extraocular Muscles
- » Eyelids
- » Farsightedness
- » Floaters
- » Fluorescein Angiography
- » Fovea
- » Fundus
- » Glaucoma
- » Gonioscopy

- » Hyperopia
- » Hyphema
- » Intraocular Pressure
- » Iol (Intraocular Lens) Iris
- » Keratoconus
- » Keratometry
- » Lacrimal Gland
- » Laser
- » Lasik
- » Lens
- » Low Vision
- » Macula
- » Myopia
- » Nearsightedness
- » Neovascularisation
- » Nystagmus
- » Ophthalmologist
- » Ophthalmoscope
- » Optic Disc, Optic Nerve Head
- » Optician
- » Optic Nerve
- » Optometrist
- » Orthoptics
- » Patching
- » Perimetry
- » Peripheral Vision
- » Phacoemulsification
- » Photophobia
- » Pinguecula
- » Presbyopia Rogressive Addition Lens
- » Proliterative Retinopathy
- » Pterygium
- » Ptosis
- » Pupil
- » Radial Keratotomy (Rk)

- » Refraction
- » Refractive Error
- » Retina Retinoscope
- » Rod
- » Schlemm's Canal
- » Sclera
- » Secondary Cataract
- » Slit Lamp
- » Snellen Chart
- » Strabismus
- » Tonometry
- » Trabecular Meshwork
- » Trifocal Uvea
- » Uveal Tract
- » Visual Acuity
- » Visual Field
- » Vitreous
- » Wall-Eyes
- » Yag Laser
- » Zonules

## Activity

- Divide the above mention terms to participants.
- Ask each one to prepare and speak few line on it in front of all.

## 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



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Transforming the skill landscape

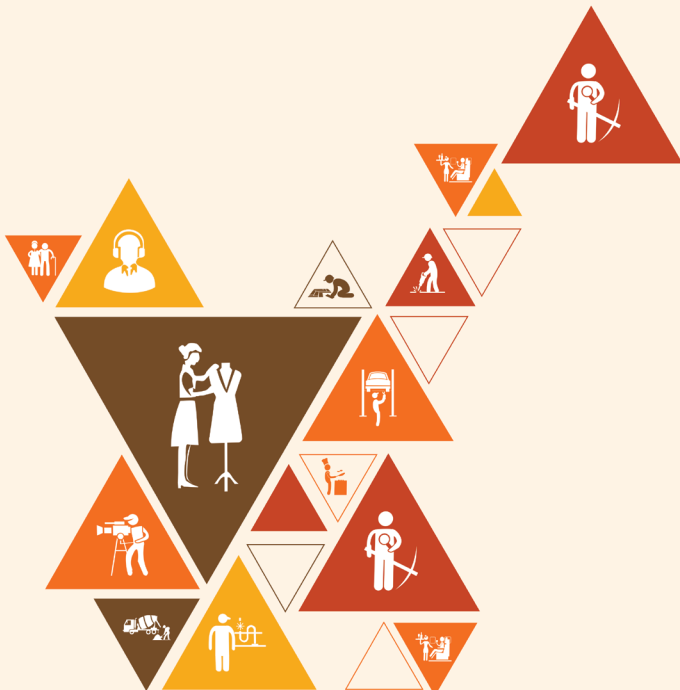


# 4. Ophthalmic Disorder and its Management

Unit 4.1 – Refractive Errors and Correction of Errors

Unit 4.2 – Common Eye Diseases and its Management

Unit 4.3 – Ophthalmic Disease and its Management



## Key Learning Outcomes

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

1. State the different refractive errors
2. State the correction for the refractive errors
3. List the common eye diseases
4. State the cause and symptoms of common eye diseases
5. Help the Ophthalmologist in administering of first-aid for common type of injuries.



## UNIT 4.1: Refractive Errors and Correction of Errors

### Unit Objectives

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

1. State the different refractive errors
2. State the correction for the refractive errors.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Eye glasses
- Contact lenses
- Posters or charts for various defects highlighted in the PH

### 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 refractive errors and correction of errors

### Say

- Provide an introduction about states of refraction and explain them in detail.
- Describe the refractive errors corrections.
- Name the states of refraction:
  - » Emmetropia
  - » Ametropia
  - » Myopia
  - » Hypermetropia

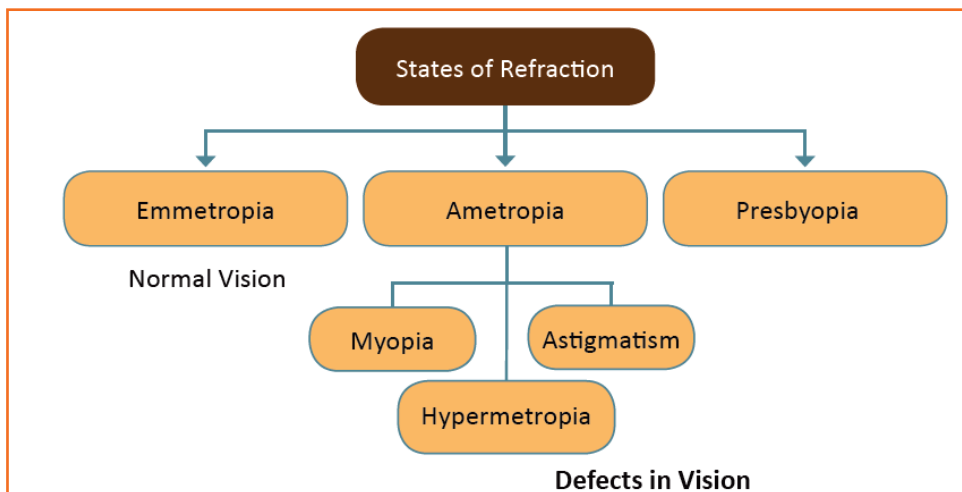
- » Astigmatism
- » Presbyopia
- Modes of refractive error correction
  - » Optical
  - » Surgical

**Ask** 

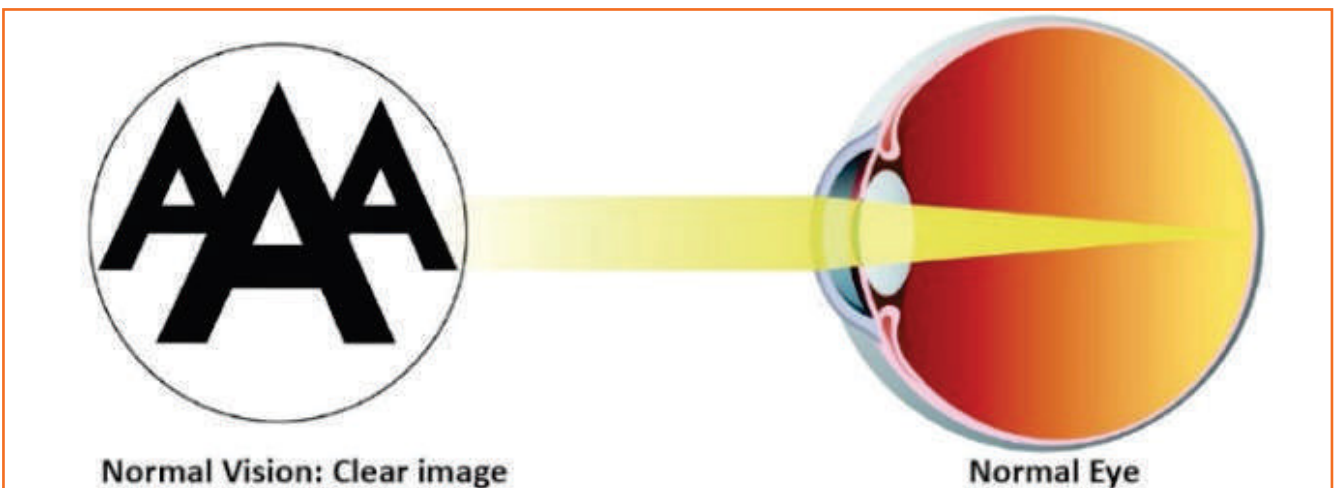
- Ask the participants to explain the refractive errors and the correction for the refractive errors.
- Ask them to name the states of refractive and how to do correction of errors.

**Explain** 

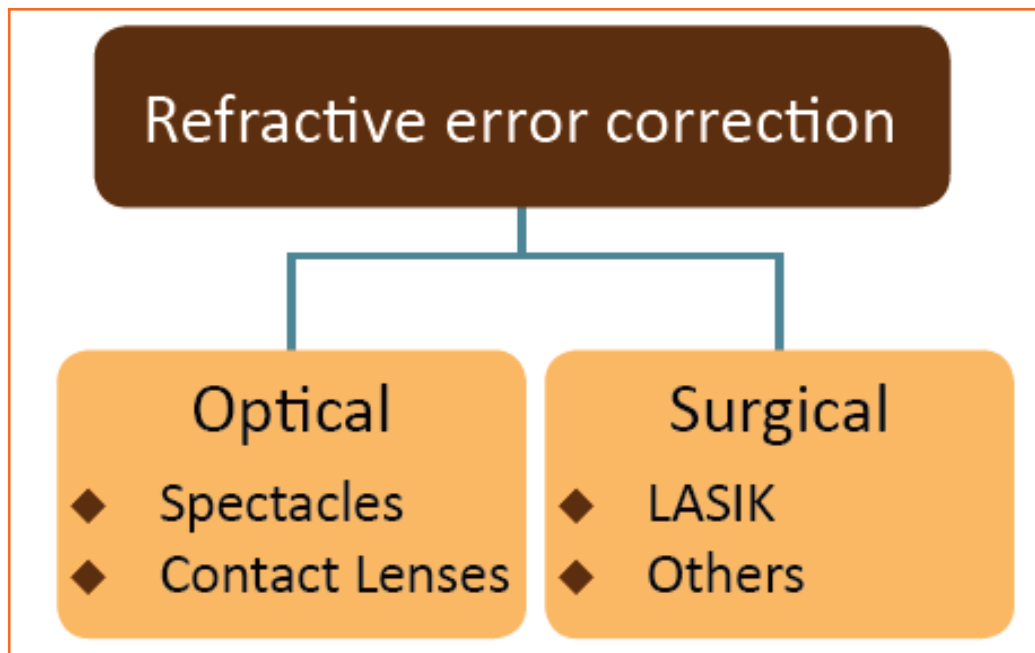
- States of Refraction



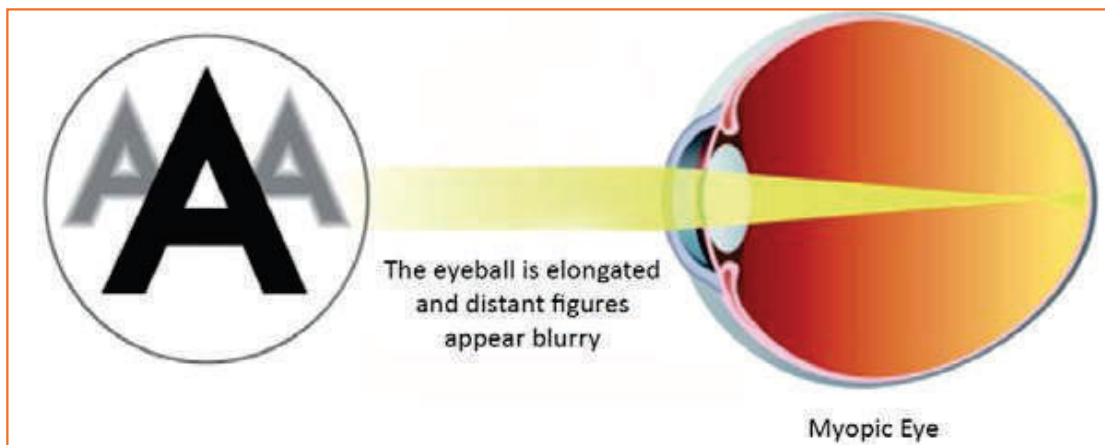
- Normal vision clear image



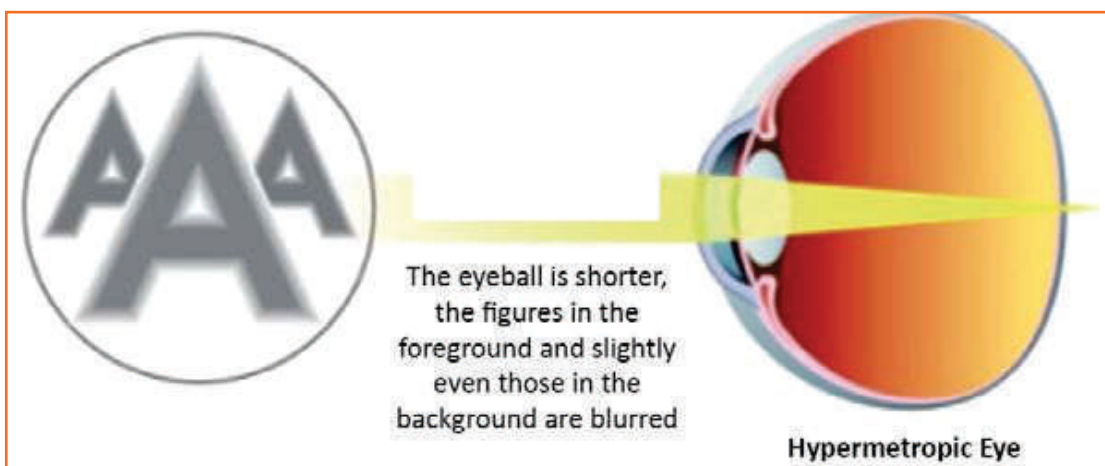
- Refractive Error Corrections



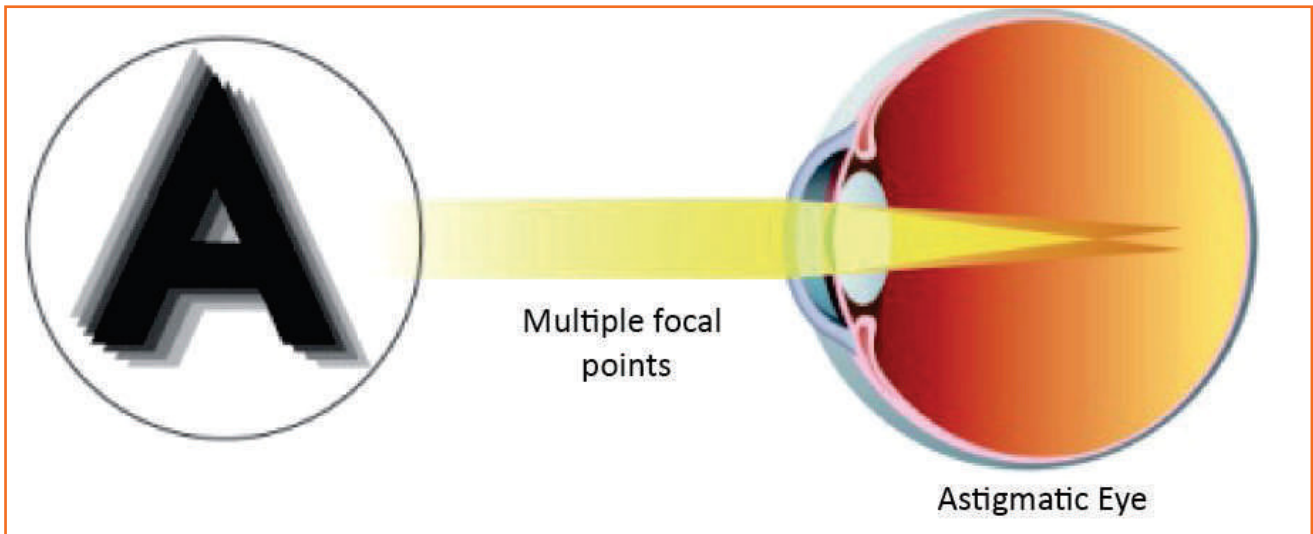
- Myopia:



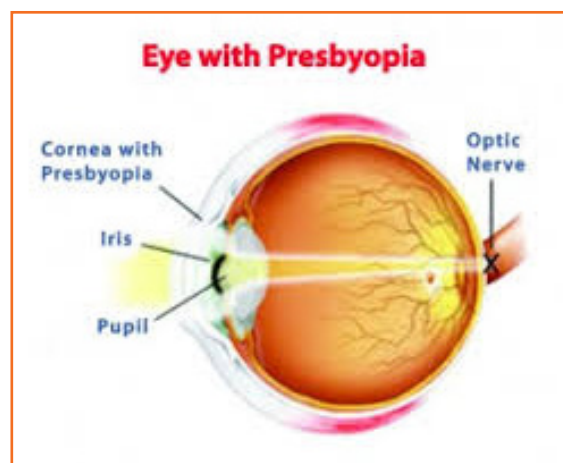
- Hypermetropia



- Astigmatism

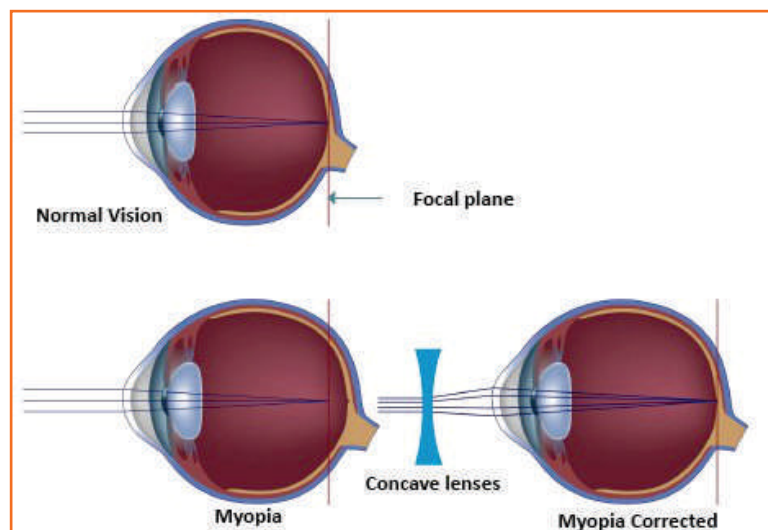


- Presbyopia

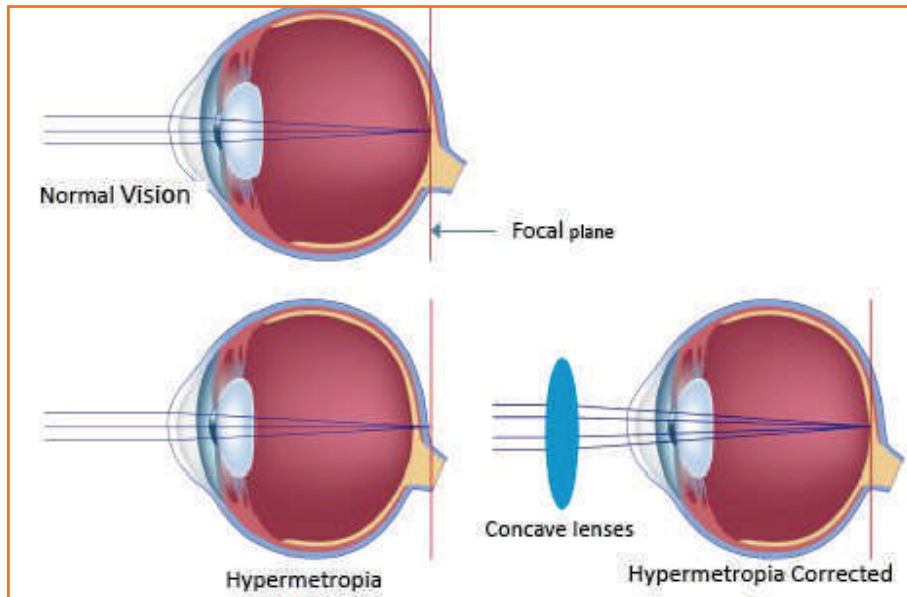


- Refractive Error Corrections

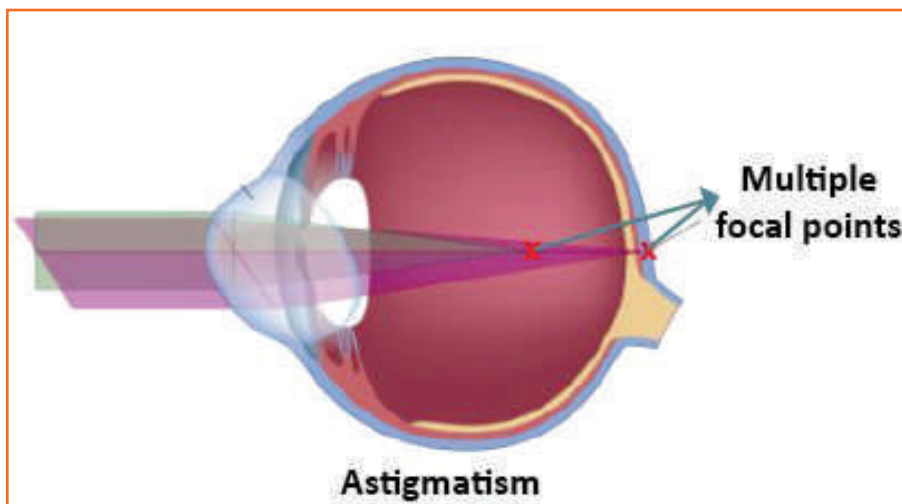
- » Myopia Corrected



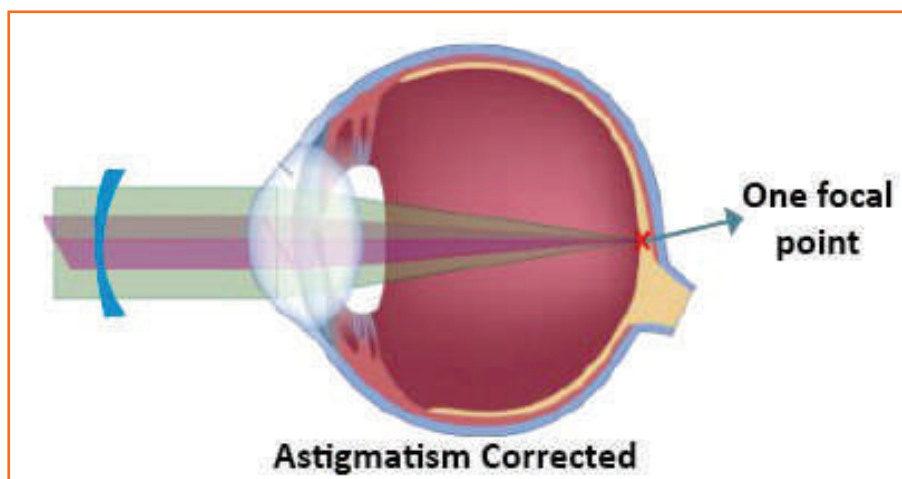
» Hypermetropia



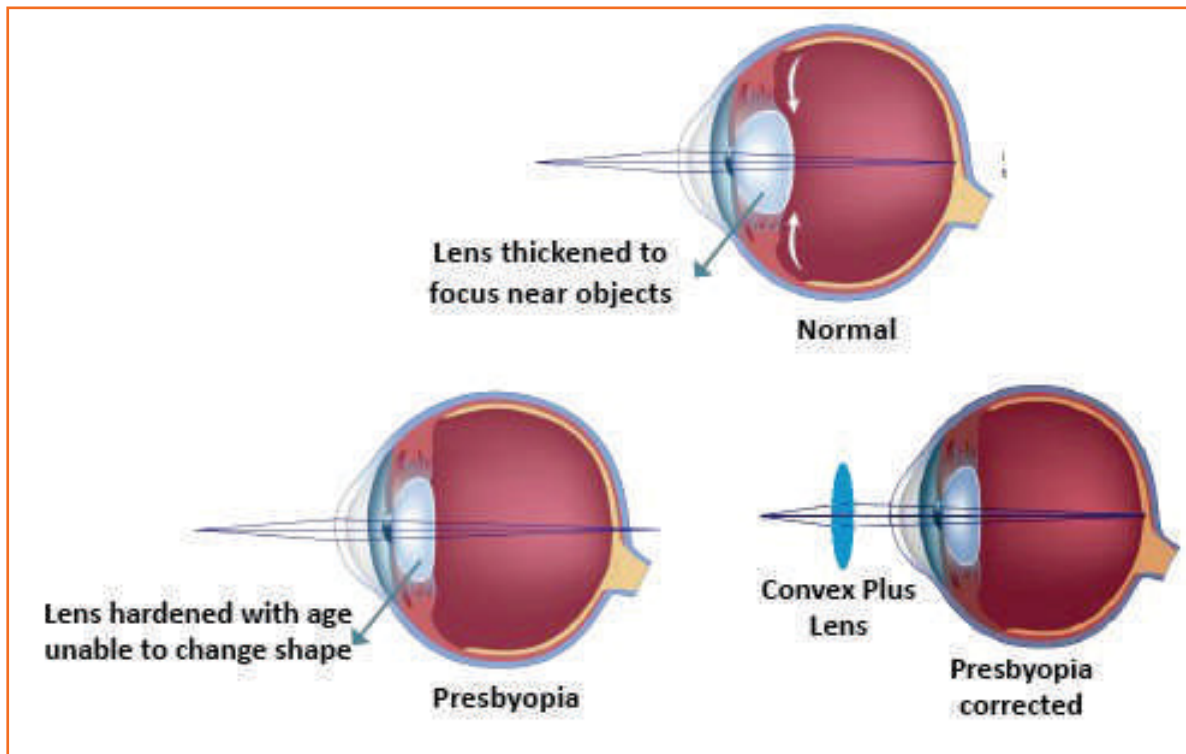
» Astigmatism



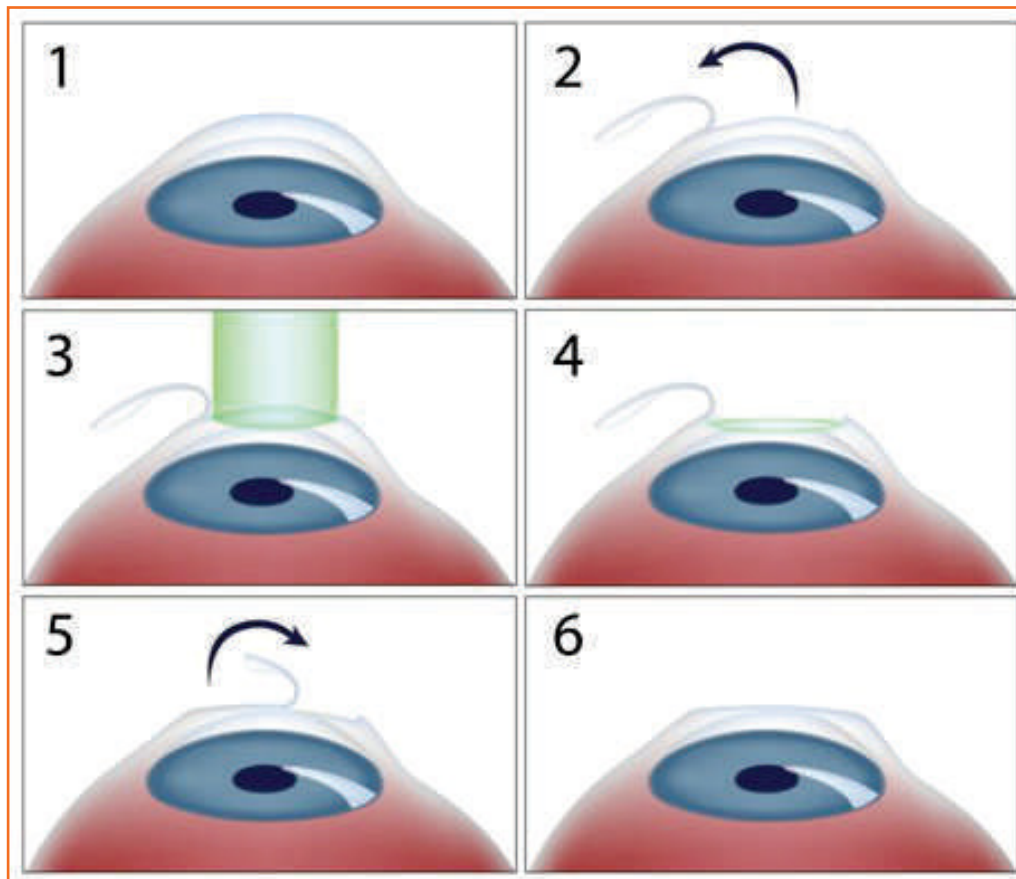
» Astigmatism Corrected



» Presbyopia



- LASIK procedure



## Notes for Facilitation

- You could illustrate the concept of errors and corrections with the help of different types of lenses and glasses.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts.
- Encourage them to ask questions.

## UNIT 4.2: Common Eye Diseases and its Management

### Unit Objectives

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

1. List the common eye diseases
2. State the cause and symptoms of common eye diseases

### Resources to be Used

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

### 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 “Common Eye Diseases and its Management “.

### Say

- Provide an introduction for Common eye diseases.
- Explain the major Symptoms, causes and the treatment of each disease with precautions.
- Explain the following common eye infections:
  - » Infections
  - » Cataracts
  - » Glaucoma
  - » Diabetic disease
  - » Squints
  - » Injuries
  - » Blindness



- » Xerophthalmia
- » Night Blindness
- Give a brief note on the following terminologies to understand better:
  - » Bacteria
  - » Fungal
  - » Virus
  - » Parasite

## Activity

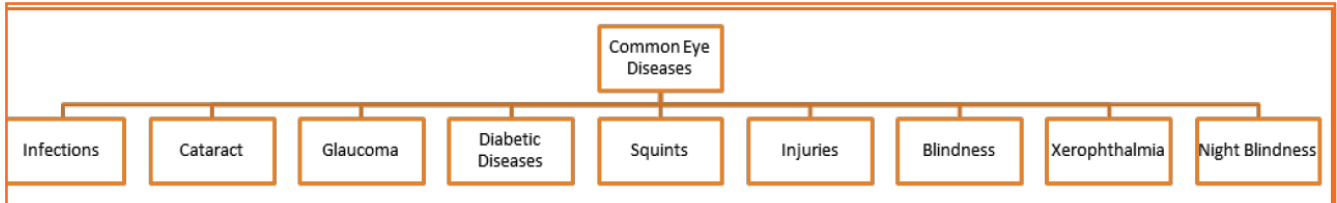
- Divide the participants in groups of 3-4.
- Allocate each group 1-2 disease from above mention list.
- Ask them to explain the causes, Symptoms, Treatment and which part of eye affected by it.
- Tell them to explain with help of picture wherever required or possible.

## Tips

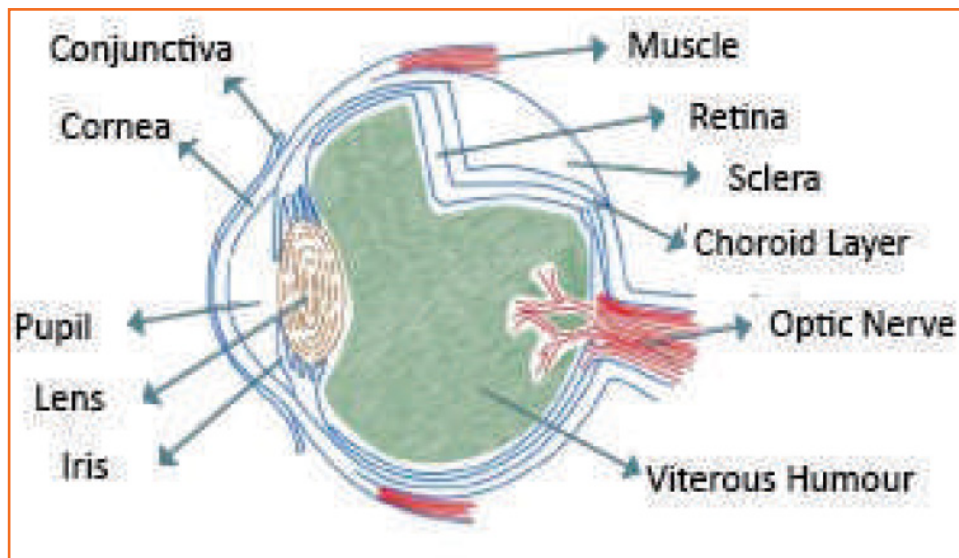
- Cataract :
  - » Usually happens to elder patients
  - » Children can inherit it or develop it later
  - » Factors like age, light, radiations are main causes.
  - » Surgery is the only treatment
- Glaucoma :
  - » Occurs with IOP becoming above normal and shows changes in optic nerve.
- Diabetic Eye Diseases:
  - » Mainly affects the retina.
  - » Affected people should have a dilated retinal examination in regular intervals.
- Squints:
  - » Deviation of eyes from normal alignment
  - » Squint can be reduced over time by prescribing spectacles
- Injuries:
  - » **Trauma Injuries:** Mainly accident on the examination table while playing or fire crackers etc.
  - » **Chemical Injuries:** Factory accidents like acid entering the eye.
  - » **Foreign body injuries:** Can be extra ocular or intraocular.

## Explain

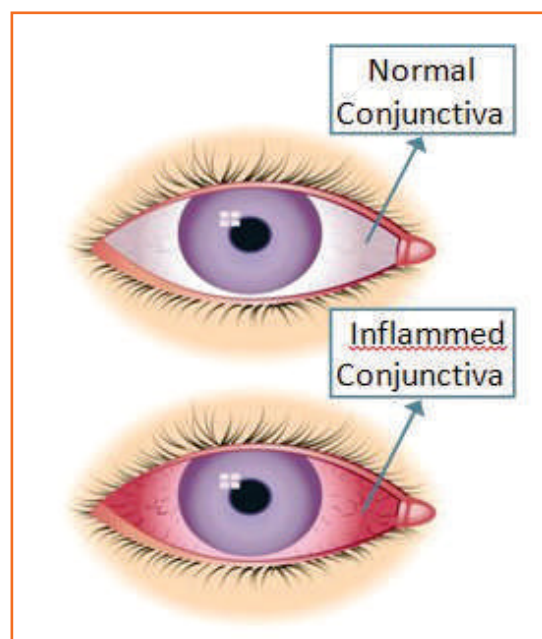
- Common Eye Diseases



- » Cross section of human eye



- » Conjunctivitis



» Keratitis

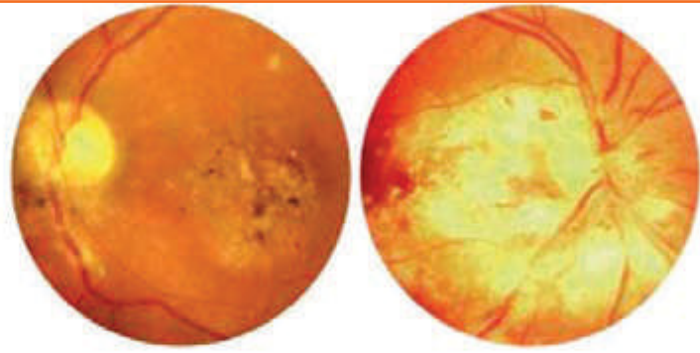


**Inflammed Cornea**

» Retinitis

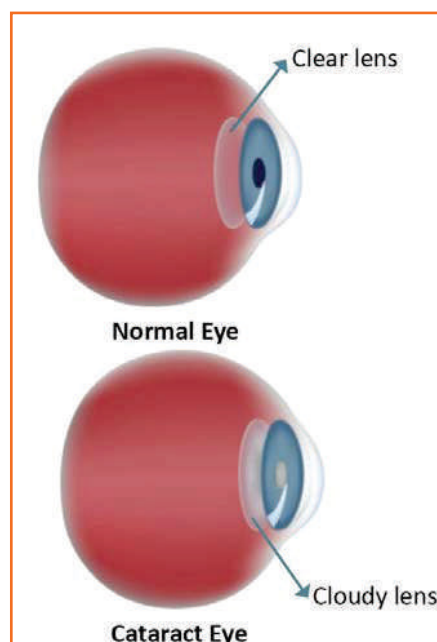


**Normal Retina**

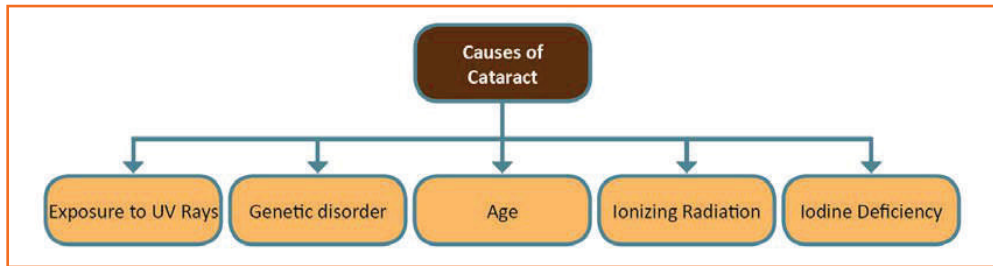


**Retinitis affected Retinas**

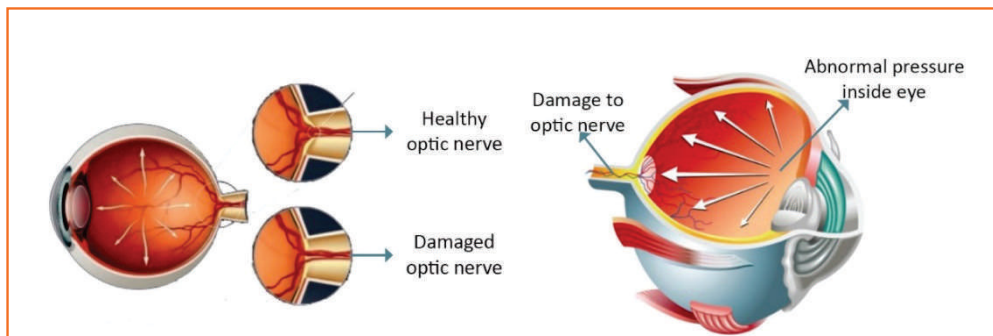
• Cataract



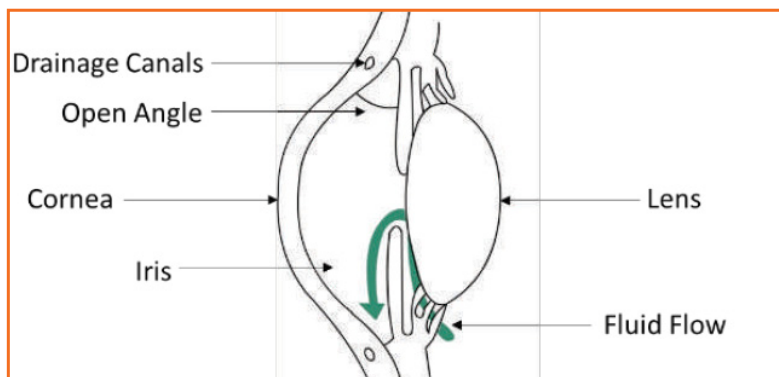
» Causes of Cataract



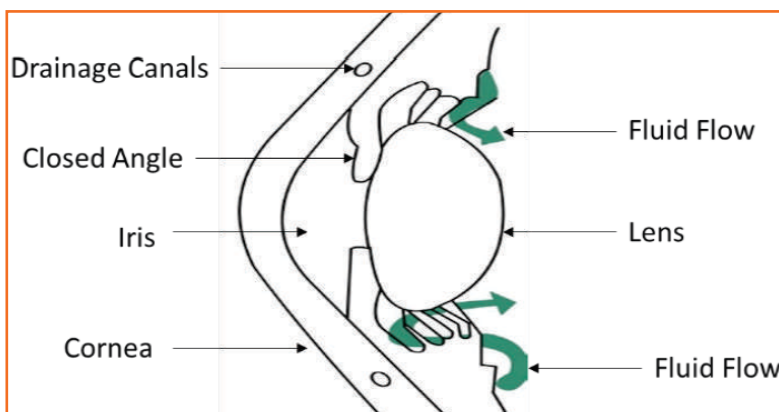
• Glaucoma



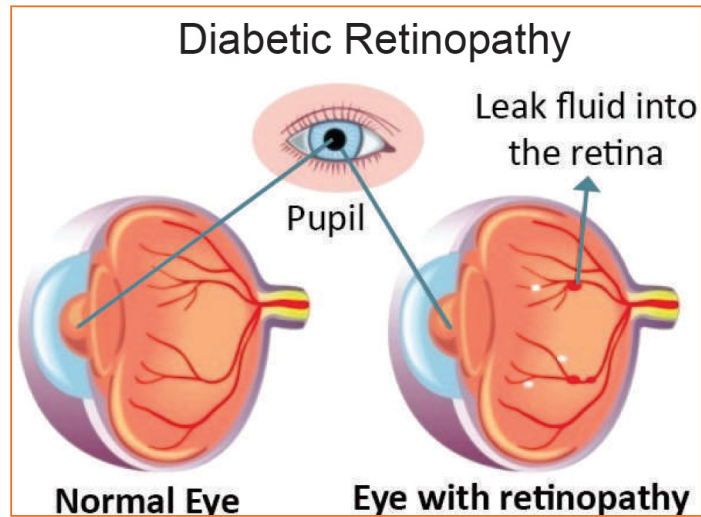
» Open angle Glaucoma



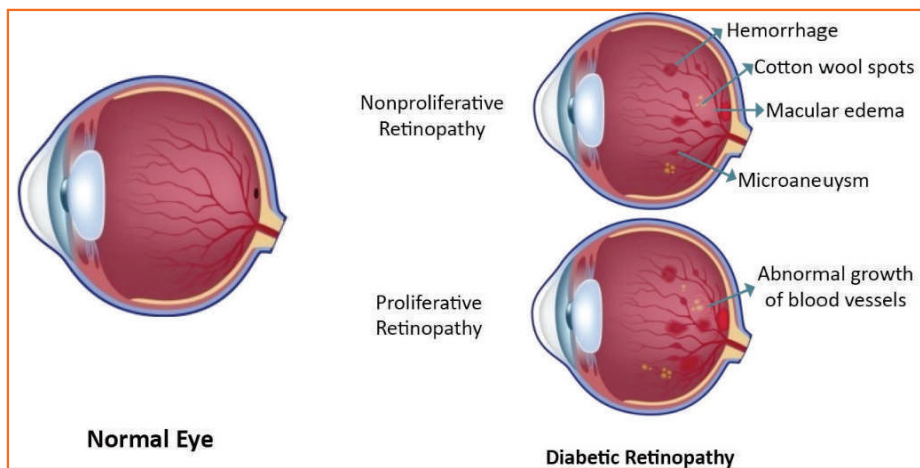
» Closed angle Glaucoma



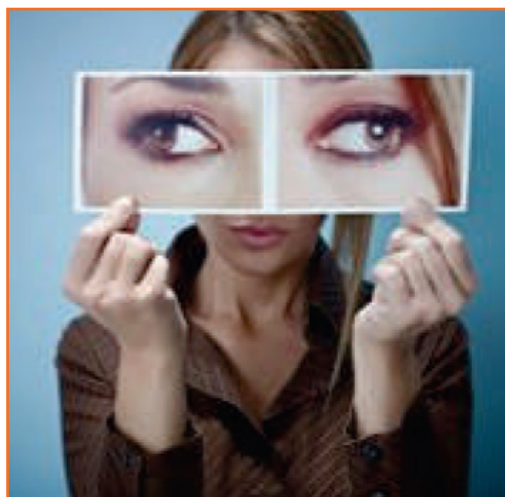
- Diabetic Eye Disease
  - » Diabetic Retinopathy
    - \* A



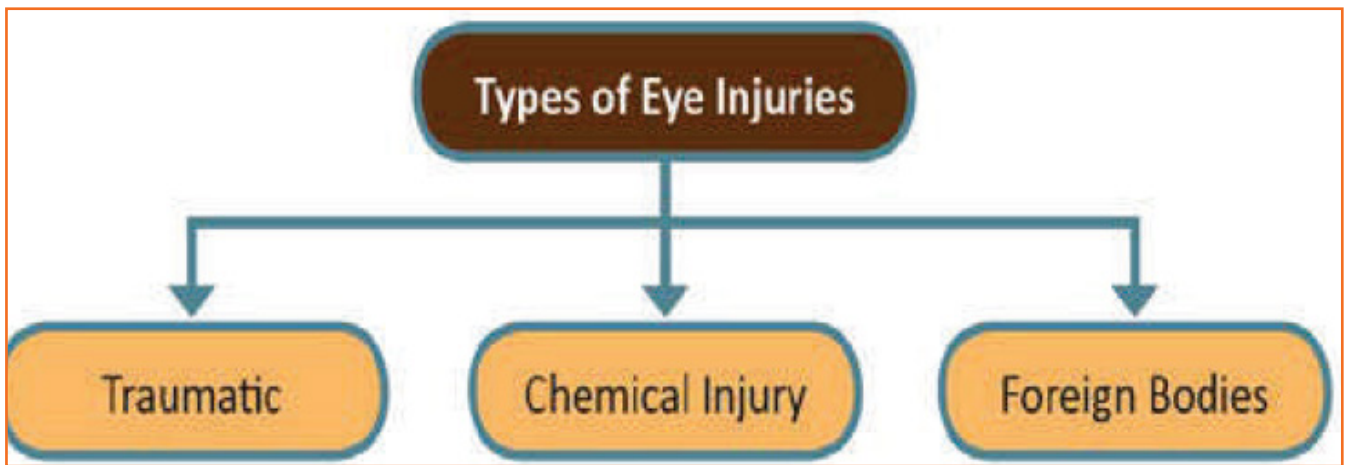
- \* B



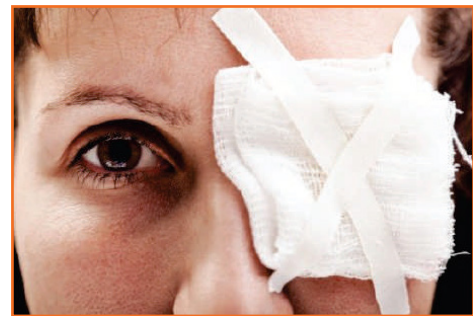
- Squint



- Types of Eye Injuries



- » Traumatic Injuries



- » Chemical Injuries



- Blindness

- Xerophthalmia



- Night Blindness

## Notes for Facilitation

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

## UNIT 4.3: Ophthalmic Disease and its Management

### Unit Objectives

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

1. Assist the ophthalmologist in the administering of first-aid for common type of injuries.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Eyewash Kit
- Cotton
- Sterile water and syringe

### 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 “Ophthalmic Disease and its Management “.

### Say

- Provide an introduction to the types of Ocular emergencies.
- Explain the major causes, typical patients and the treatment of each emergency.
- Explain the First aid kit-The eye wash kit requirements.



## Demonstrate

- Demonstrate with the help of following images about various items of the eye wash kit.



- Demonstrate with the help of following images how to assist the ophthalmologist in an eye wash:
  - » Assisting in eye wash



## Activity

- Divide the participants in groups of 3-4.
- Allocate each group with role of an ophthalmologist, assistants.
- Ask them to assist ophthalmologist and vice versa.
- Observe their activities and assess accordingly.

## 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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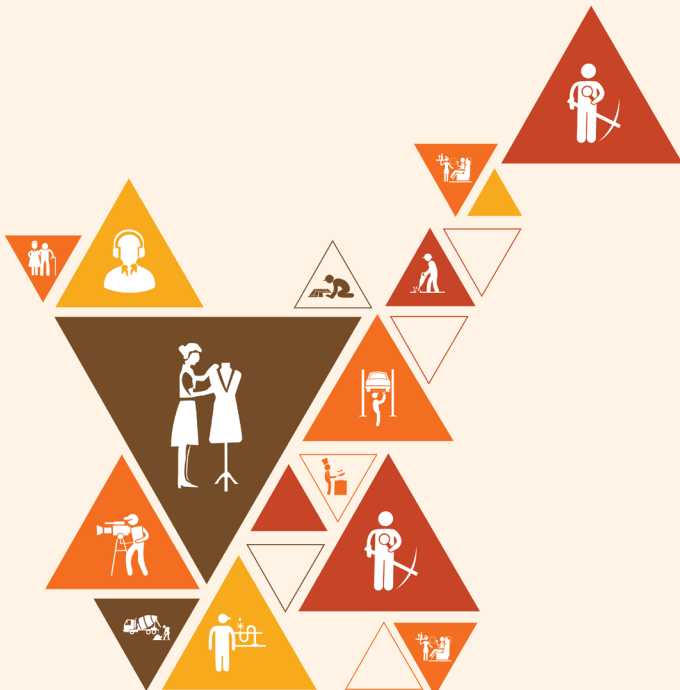
Transforming the skill landscape



# 5. Ophthalmic Equipment

Unit 5.1 – Commonly used ophthalmic instruments

Unit 5.2 – Cleaning and maintenance of ophthalmic instruments



HSS/N3004, HSS/  
N3002, HSS/N3003,  
HSS/N9610

## Key Learning Outcomes

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

1. Identify the commonly used ophthalmic instruments
2. State the function of each instrument.
3. Demonstrate the methods to clean the different ophthalmic instruments

## UNIT 5.1: Commonly used Ophthalmic Instruments

### Unit Objectives

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

1. Identify the Commonly used ophthalmic instruments.
2. State the functions of each instrument.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Trial frames and lenses
- Snellen's Chart

### 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 commonly used ophthalmic instruments in this unit.

### Say

- Provide an introduction to the basics of commonly used ophthalmic instruments.
- Explain the functionality of each ophthalmic instrument with demos or with projector images.
- Provide brief about the components of these equipments.
- Elaborate on the ophthalmic Equipment and their purpose with the vision testing:
  - » Trial frames and lenses
  - » Vision chart and vision drum
  - » Auto refractometer
  - » Slit Lamp

- » Lensometer
- » Tonometer
- » Retinoscope
- » Keratometer
- » Ophthalmoscope
- Explain the use of each equipment and specify the conditions too.

## Activity

- Show the participants different kind of instruments randomly and ask them to identify and speak few lines on that if it's found correct.

## Ask

- Assign the participants with specific ophthalmic instruments and ask them to identify their respective purpose.
- Ask them to brief about the role of these instruments during treatment or specific test.

## Explain

- Patient wearing Trial frame



Trial frame



Patient wearing Trial frame

- Vision Chart and Vision drum



Vision Chart



Vision drum



E- Chart

- Auto refractometer



Auto refractometer (view from the operator's end)

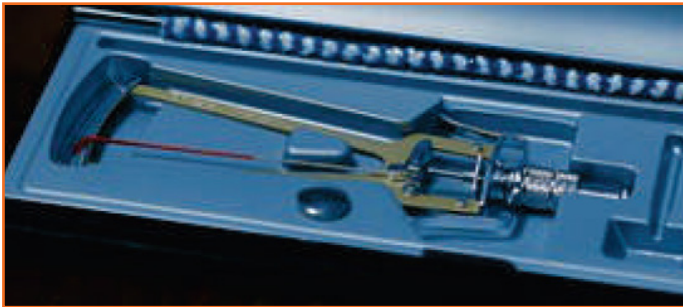


Auto refractometer (view from the operator's end)

- Slit Lamp



- Lensometer



- Tonometer

- Retinoscope



- Keratometer



- Ophthalmoscope



## Notes for Facilitation

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

## UNIT 5.2: Cleaning and Maintenance of Ophthalmic Instruments

### Unit Objectives

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

1. Demonstrate the methods to clean the different ophthalmic instruments.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Trial frames and lenses
- Snellen's Chart

### 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 commonly used ophthalmic instruments in this unit.

### Say

- Provide an introduction to the basics of commonly used ophthalmic instruments.
- Explain the functionality of each ophthalmic instrument with demos or with projector images.
- Provide brief about the components of these equipment.
- Elaborate on the ophthalmic Equipment and their purpose with the vision testing:
  - » Trial frames and lenses
  - » Vision chart and vision drum
  - » Auto refractometer
  - » Slit Lamp
  - » Lensometer
  - » Tonometer
  - » Retinoscope

- » Keratometer
- » Ophthalmoscope
- Explain the use of each equipment and specify the conditions too.

## Activity

- Show the participants different kind of instruments randomly and ask them to identify and speak few lines on that if it's found correct.

## Ask

- Assign the participants with specific ophthalmic instruments and ask them to identify their respective purpose.
- Ask them to brief about the role of these instruments during treatment or specific test.

## Demonstrate

- Demonstrate the following:
  - » Cleaning the vision drum
    - \* **STEP 1:** Take a clean and dry cloth.
    - \* **STEP 2:** Wipe the vision drum with it.



Cleaning the Vision Drum

## » Cleaning Trial frame and lenses

- \* **STEP 1:** Wipe the trial lenses with a so lint free cloth. Make sure that you remove all the smudge marks on the lenses.
- \* **STEP 2:** Put the trial lenses in the proper slot according to the markings on the box.



Cleaning trial frames and lenses

## » Cleaning the Auto refractometer

- \* **STEP 1:** Remove the cover from the auto refractometer. Keep it in a safe place.
- \* **STEP 2:** Dust the auto refractometer with a clean cloth.
- \* **STEP 3:** Clean the auto refractometer with a clean cloth.



a) Cleaning the Auto refractometer



b) Cleaning the Auto refractometer

- Cleaning the Slit lamp



(a) Cleaning the Slit Lamp



b) Cleaning the Slit Lamp

- Cleaning the Lensometer

- » **STEP 1:** Remove the cover from the lensometer.
- » **STEP 2:** Dust the lensometer with a clean and dry cloth. Remember to replace the cover at the end of the data.



(a) Cleaning the Lensometer



(b) Cleaning the Lensometer

- Cleaning the Tonometer

- » **STEP 1:** Take a cloth. Make sure that it is clean and dry.
- » **STEP 2:** Soak the cloth with alcohol. Not too much just enough to dampen it a little bit.
- » **STEP 3:** Clean the tonometer with the alcohol-soaked cloth.
- » **STEP 4:** Wait for the alcohol to evaporate and allow the tonometer to dry. This is a very important step. If the alcohol does not dry off before use, the patient's cornea can get damaged
- » **STEP 5:** Clean it with dry cloth between patients. Make sure you only use a clean cloth. Do not use cotton as the fibres may stick to the instrument and irritate the cornea



Cleaning the Tonometer

- Cleaning the Retinoscope
  - » **STEP 1:** Clean the retinoscope with a clean dry cloth.



Cleaning the Retinoscope

## 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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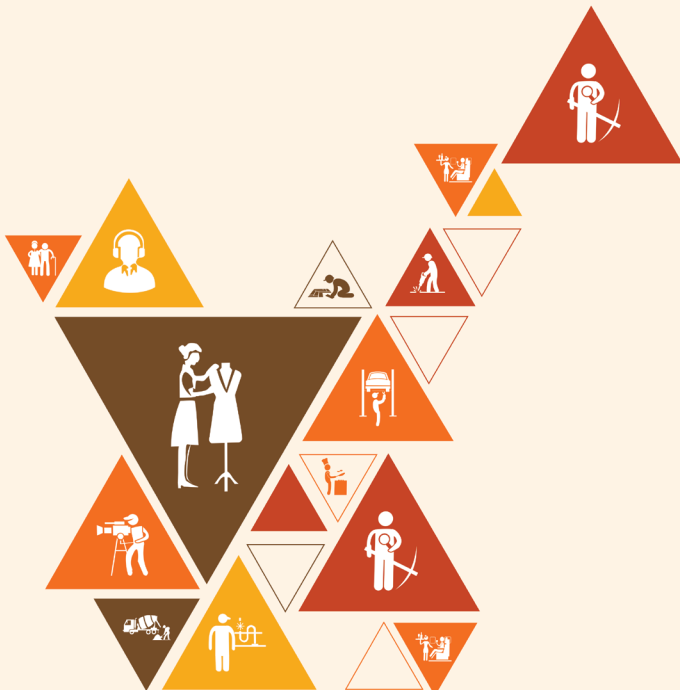
# 6. Administrative Functions of Vision Technician

Unit 6.1 – Scheduling Appointments and Receiving Patients

Unit 6.2 – Inventory and Workspace Management

Unit 6.3 – Observing and Reporting

Unit 6.4 – Confidentiality and Reporting



HSS/N5505,  
HSS/N5506

## Key Learning Outcomes

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

1. Ensure patient's care and Satisfaction
2. List the end of the day duties of a vision technician
3. Understand the importance of reporting and observing to expert for said or unsaid findings, if any.
4. Understanding the importance of verbally informing the person in authority.
5. Explain the importance of observing and reporting the conditions of the patient as we taking consent while assisting the patient.
6. Explain the importance of verbal information to the doctor in charge.
7. Explain the importance and guideline for documentation of different observations and informed consent of the patient
8. Understand uses and importance of various records in healthcare setup and how to obtain the information from them at the time of follow up or during research activities.



## UNIT 6.1: Scheduling Appointments and Receiving Patients

### Unit Objectives

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

1. Ensure patient care and satisfaction.

### Resources to be Used

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

### 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 Scheduling Appointments and Receiving Patients in this unit.

### Say

- Give brief what are the key points to keep in mind while scheduling new appointment.
- Describe the general guidelines to reconfirming appointments and how to receive a first time walk-in patient.

### Ask

- Ask the participants to tell the important instructions regarding how to receive a review patient
- Ask them to describe important points on how to deal with receiving patients simultaneously.

## Tips

- While scheduling appointments, remember to:
  - » Take the patients contact detail in case any changes in the appointment take place.
  - » Leave a gap of at least 10 minutes between appointments to avoid overlapping.
- While receiving first time patients, remember to ensure that all the necessary details in the form are filled.
- While receiving review patients, remember to ensure that your relationship remain cordial but professional and ask for reference ID before asking for personal detail.
- While receiving patient's simultaneously, remember to deal with patients on first come first serve basis.
- Never abandon a patient.

## Activity

- Make a group of 3-4 participant.
- Tell them to play the role of patient and office attendant who scheduled the patient's for treatment.
- Scheduler should send the patient's as per their number for treatment and maintain the discipline.

## Notes for Facilitation

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

## UNIT 6.2: Inventory and Workspace Management

### Unit Objectives

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

1. List the end of day duties of vision technician.

### Resources to be Used

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

### 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 the Inventory and Workspace Management in this unit.

### Say

- Explain in detail what are the key points need to keep in mind while reconfirming early appointments like phone the scheduled patients.
- Brief them about how to maintain the stock register regularly and correctly updated.
- Talk about the important points need to keep in mind while delivery of spectacles.

### Role Play

- Call two volunteers and ask one of them to role play a patient and another vision technician.
- Ask the volunteers to demonstrate the process of entry and delivery of spectacles between the patient and vision technician.
- Explain the importance of organising the workplace in an appropriate manner.

## Tips

- Confirm early appointments for next day at sensible hours.
- Ensure that you leave the clinic in a suitable state.
- While coordinating the delivery of spectacles, ensure that any delay on the part of the manufacturer are clearly mentioned to the patient.
- Keep your workplace organised and neat.

## Notes for Facilitation

- While the demonstration is going on by the volunteers, you could ask the other participants to keep ready their views or doubts on the same.
- Ask other participants to identify problems in demonstration.
- Ask the participant to complete the exercise given at the end of the unit in the handbook.

## UNIT 6.3: Observing and Reporting

### Unit Objectives

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

1. Understanding the importance of observing and reporting to authority for said or unsaid findings, if any.
2. Understanding the importance to 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
- Documents and reports

### Do

- Greet and welcome the participants to the next unit of the program.
- Tell them they are going to learn about the observing and reporting fundamentals.
- Inform the participants that they will also learn the guiding principles of observing and reporting in this unit.

### Say

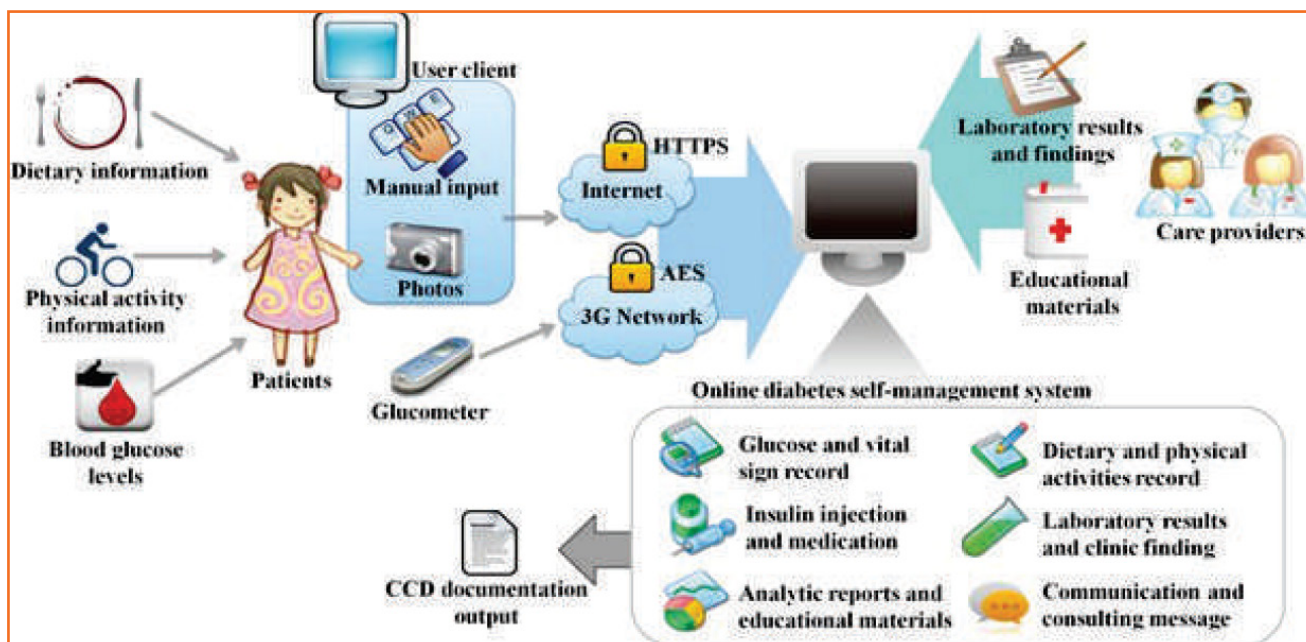
- Provide an overview on the importance of observing and reporting for appointments.
- Brief the participants on key parameters of observing and reporting.
- Explain the initial consult documents, self care assessment documents and documents and record keeping cycle of patients.

### Tips

- Consent to treatment is the principle that person must give their permission before they receive any type of medical treatment or examination.
- For consent to be valid, it must be voluntary and informed, and the person consenting must have the capacity to make the decision.
- Understand how to promote a safe working environment.

## Demonstrate

- Demonstrate with the help of below image about the documentation and record keeping cycle of patients.



## Notes for Facilitation

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

## UNIT 6.4: Confidentiality and Reporting

### Unit Objectives

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

1. Explain the importance of observing and reporting the conditions of patients as well as taking consent while assessing 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 patient.
4. Understand uses and importance of various records in healthcare setup and how to obtain information from them at the time of follow up or during research activities. .

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Patient protection and assisted devices
- Sample patient consent form

### 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 confidentiality and reporting.

### Ask

- Ask the participants why it's important to maintain the confidentiality of patient.
- Ask the participants how will they prepare and maintain the documentation process.

## Say

- Describe the key measures to maintain the data confidentiality.
- Explain how could be documentation able to demonstrate various records, reports and evidences.

## 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 easily erased.
- Medical records are confidential, keep them safe.
- Do not use any irrelevant abbreviations.

## Demonstrate

- Demonstrate the participants about the various sections of consent form and instruct them how to fill it.

**INDIAN JOURNAL OF MEDICAL RESEARCH**  
**PATIENT CONSENT FORM**  
(For Clinical Images)  
Manuscript Ref. No.:

**Patient's Registration number:**

**Title of manuscript:**

**Name of authors (Only two):**

**Corresponding author:**  
(With E mail)

---

**To be signed by the patient**

I hereby give my consent for image(s) and clinical information related to me to be reported in the *Indian Journal of Medical Research* (both in print and electric edition).

I understand that my name and identity will be concealed.

Once signed, I cannot revoke my consent.

**Name of patient:**

**Date of Birth (DD/MM/YY):**

**Signature of patient** (or signature of the person giving consent on behalf of the patient):

**Relationship to the patient in case of other person signing the consent:**

**Address:**

**Date:**



## Notes for Facilitation

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





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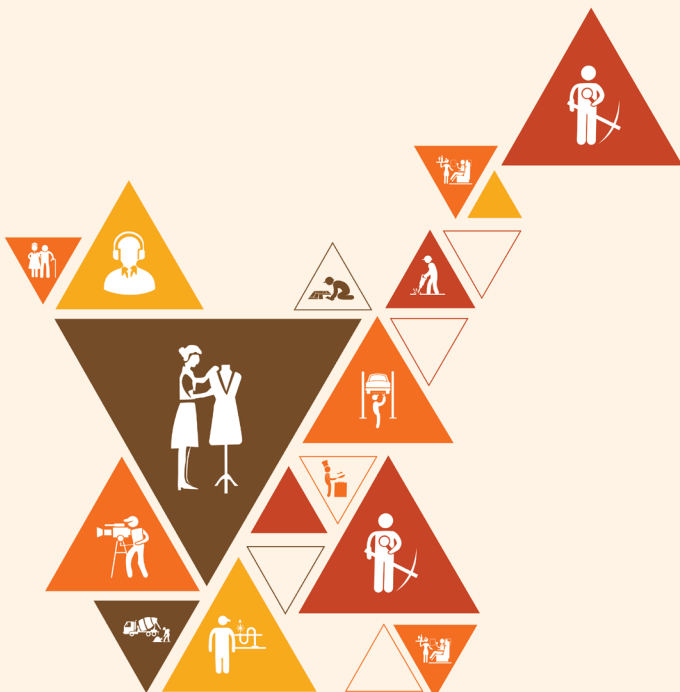
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# 7. Pre-procedural Functions of Vision Technician

Unit 7.1 – Measuring parameters

Unit 7.2 – History taking

Unit 7.3 – Patient positioning for procedure



HSS/N3001

## Key Learning Outcomes

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

1. Help in measuring patients parameters accurately
2. Help in positioning patients

## UNIT 7.1: Measuring parameters

### Unit Objectives

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

1. Help in measuring patients parameters accurately.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Patient assisted devices
- Weighing Scale
- Inch tape
- BP apparatus

### Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Tell them they are going to learn how to perform patients measuring parameters.

### Say

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

## Activity

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

## Demonstrate

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



Thermometer



BP Monitor



Weighing Machine



Weighing Machine

## Notes for Facilitation

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

## UNIT 7.2: History taking

### Unit Objectives

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

1. Identify the importance of patient history.
2. Take patient history effectively

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- History reports
- Sample Patient History formats

### 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 take patient's history.

### Say

- Explain the importance of patient's history and key points need to consider while taking it.
- Provide an overview on various parameters from name, age gender to family history.
- Describe the procedures that can be followed while taking patients history.
- Talk about the following procedures while taking patient history:
  - » Presenting complaints
  - » Past ocular history
  - » Medication
  - » Family history
  - » Social history

## Activity

- Ask students to divide into 2 groups.
- Ask each of the groups to take few patients.
- One by one, each group should prepare reports by taking patients history and other information..

## Demonstrate

- Demonstrate the correct method of obtaining the history of the patient.

## 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 7.3: Patient Positioning for Procedure

### Unit Objectives

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

1. Help in positioning the patient

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Spinal column
- Padding
- Candy cane

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Show few instruments used for giving right positioning to a patient.
- Ask one volunteer to come forward and explain the procedure for positioning the patient

### Say

- Talk about the purpose and importance of positioning the patient
- Tell about the common techniques suggested by doctors for positioning the patient
- Explain the different types of positioning for the patient, also talk about the procedure for each of the following types.

- Explain the different types of surgical positions:

- » Supine

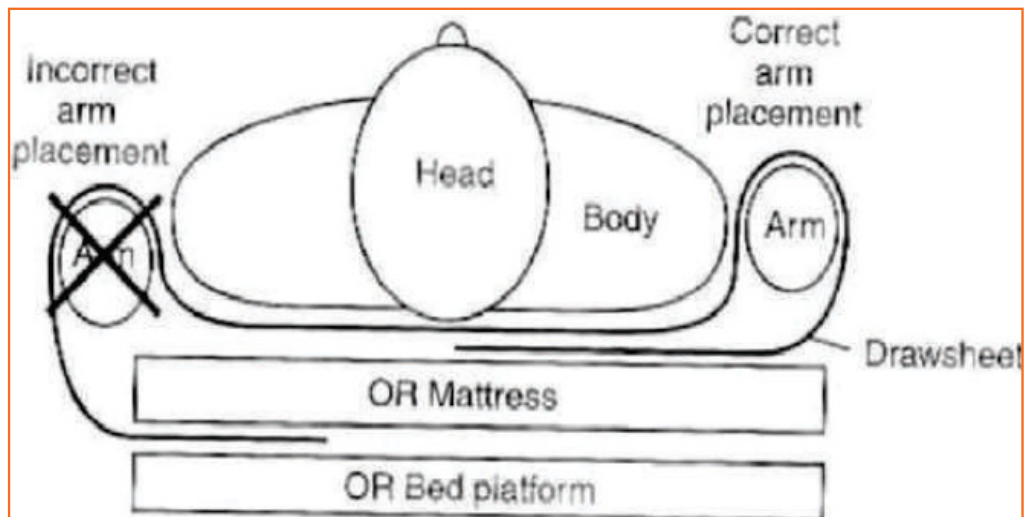


(a)



(b)

- » Arm Tucking in Supine Positions



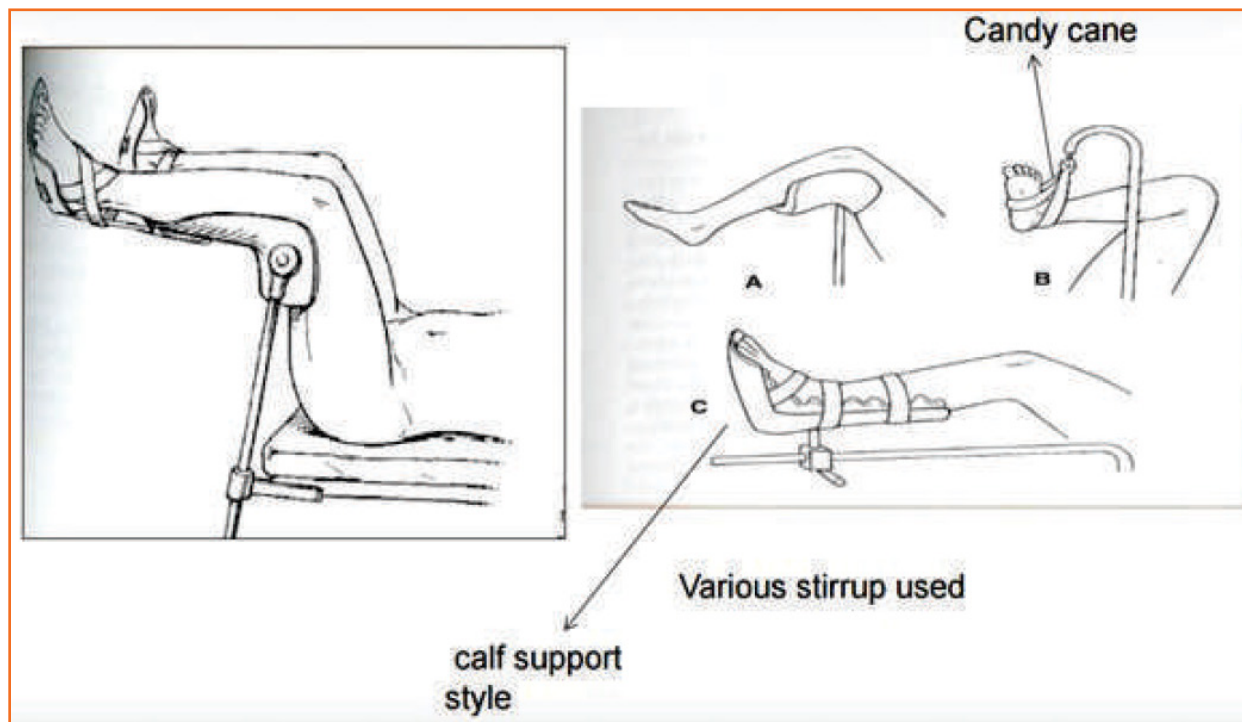
- » Variation



- » Trendelenburg position



- » Lithotomy position



## » Lithotomy position with “Candy Cane” Supports



- Describe the general physiological concern including CVS and pulmonary concern

### Tips

- The right eye should always be tested first.
- Make sure the patient is comfortable wearing the trial frame as it could possibly affect the test result.
- The test distance for distant vision test is 6 meters.
- Record all the findings in the case sheet.

### Notes for Facilitation

- You could ask the students to prepare charts for different kind of positions with procedure..
- You could ask the students to identify and write some important precautions to follow while giving specific position to the patient.
- Tell the participants to complete the questions at the end of the sub unit.



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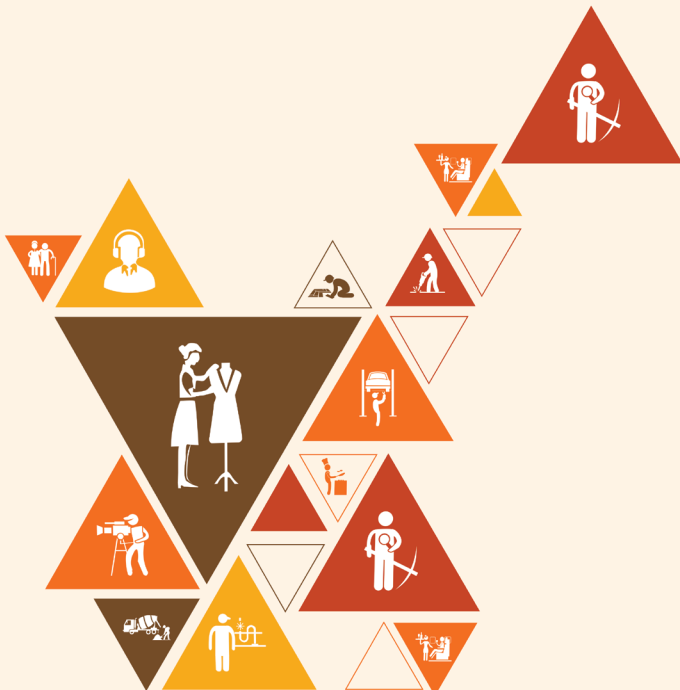
## 8. Vision Assessments

Unit 8.1 – Test and Record the Patient's Vision

Unit 8.2 – Assisting the Eye Ophthalmologist in Eye Examination

Unit 8.3 – Administer Drops and Check for Dilation

Unit 8.4 – Re-Exam the Eye Post Dilation



HSS/N3002, HSS/  
N3003

## Key Learning Outcomes

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

1. Test and record the patients vision
2. Assist the ophthalmologist in carrying out the eye examination
3. Assist the ophthalmologist in the dilation of pupils.
4. Assist the ophthalmologist in the re-examination of eye post dilation.

## UNIT 8.1: Test and Record the Patient's Vision

### Unit Objectives

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

1. Test and record the patient's vision.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Refractometer
- Snellen's vision Chart

### Do

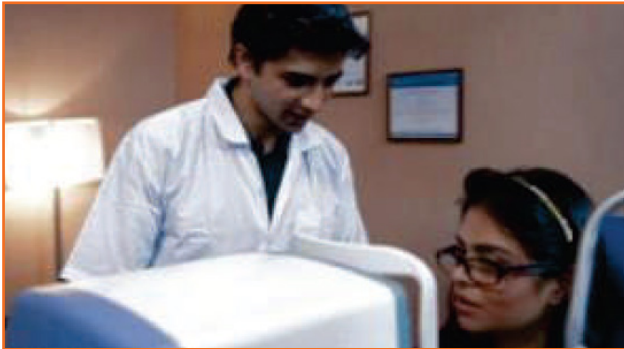
- Greet and welcome the participants to the next session of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Show few articles used for testing the patient's vision.

### Say

- Talk about the purpose and importance of testing the patient's distance vision.
- Talk about the purpose and importance of recording the patient's unaided distance vision.
- Talk about the purpose and importance of recording the patient's unaided near vision.

## Demonstrate

- Demonstrate the following:
  - » With the help of following pictures demonstrate the procedure of testing the Patient's Distance Vision



(a) Testing the patient's distance vision



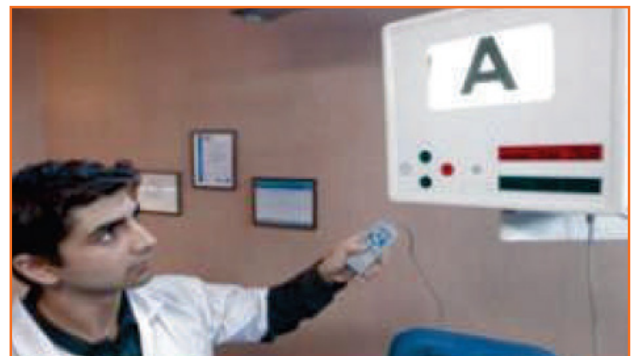
(b) Testing the patient's distance vision



(c) Testing the patient's distance vision

- » With the help of following pictures demonstrate the procedure of recording the Patient's Unaided Distance Vision

(a) Recording the Patient's Unaided Distance Vision







( b ) Recording the Patient's Unaided Distance Vision

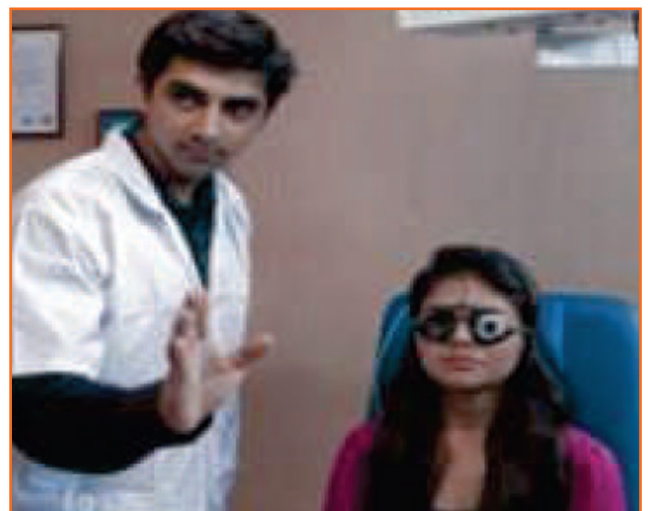


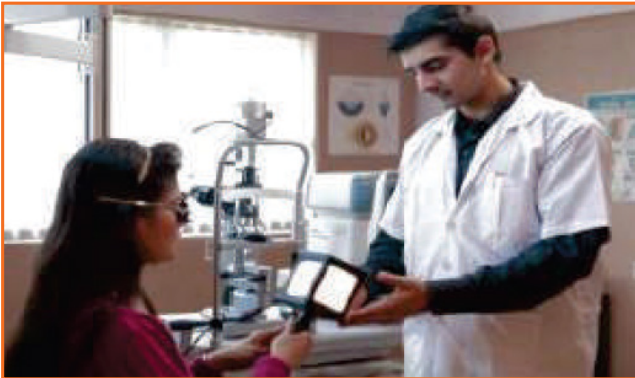
( c ) Recording the Patient's Unaided Distance Vision



( d ) Recording the Patient's Unaided Distance Vision

( e ) Recording the Patient's Unaided Distance Vision





Recording the patient's unaided near vision

- » With the help of following picture explain the procedure of recording the Patient's Unaided Near Vision

## Notes for Facilitation

- You could ask the students to list types of patient's vision recording.
- Show them previous recorded patients vision record i.e., age and gender wise.
- You could ask the students to identify and write some important precautions to follow while taking records.
- Tell the participants to complete the questions at the end of the sub unit.

## UNIT 8.2: Assisting the Ophthalmologist in Eye Examination

### Unit Objectives

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

1. Assist the ophthalmologist in carrying out the eye examination

### Resources to be Used

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

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Tell them about the assisting the eye ophthalmologist in eye examination.

### Demonstrate

- Talk about the steps involved in assisting in slit lamp examination.
  - » **Step 1:** Ask the patient to be seated on the patient's chair.
  - » **Step 2:** Position the pa\_ent on the slit lamp.
  - » **Step 3:** Adjust the chin rest and the forehead rest so that the patient is comfortable.
  - » **Step 4:** Ensure that the patient's forehead is placed against the forehead rest at all times during the examination.



» **Step 5:** If a patient is not positioned correctly, help them in adjusting their position.

- Talk about the steps involved in assisting in intraocular pressure measurement process.



## Explain

- Explain the Fluorescein dye test used in slit lamp examination.

## Team Activity

- Ask students to divide into 2 groups.
- Ask each of the groups to perform the process of Slit lamp examination and process to assist in intraocular pressure measurement.
- One by one, each group should present their steps.

## Tips

- In Slit lamp examination, ensure that patients head is pressed against the slit lamp all the time.
- During examination, ensure that you correct the patients position gently and politely.
- Handle the Fluorescein strip carefully.
- Be gentle with the patient throughout the process.

## Notes for Facilitation

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

## UNIT 8.3: Administer Drops and Check for Dilation

### Unit Objectives

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

1. Assist the ophthalmologist in the dilation of pupils

### Resources to be Used

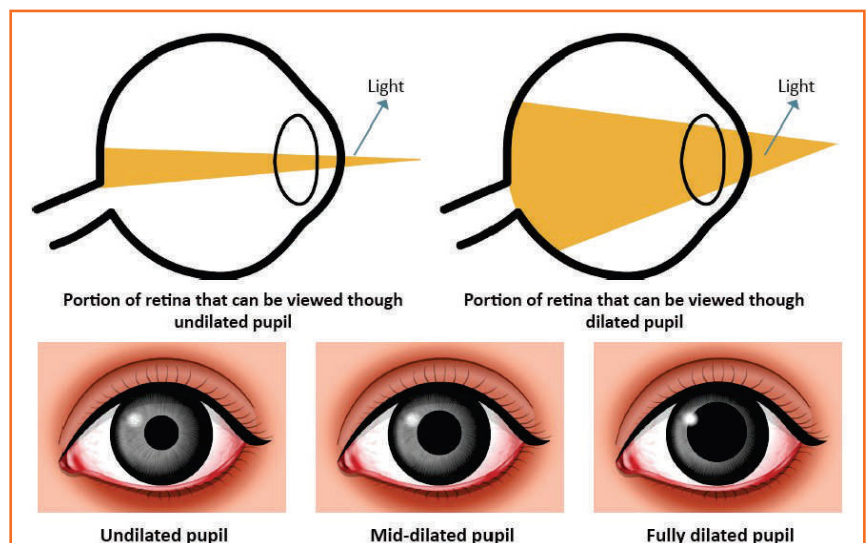
- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Eye drops

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Tell them about the process and how to administer drops and check for dilation

### Say

- Talk about the basics of dilation of pupils.
- Brief the cause behind the need of dilute pupils for eye examination.
- Provide the students with a list of precautions before administering drops, during administering and when checking dilation progress.
- With the help of following picture demonstrate Dilate Pupil for Eye Examination



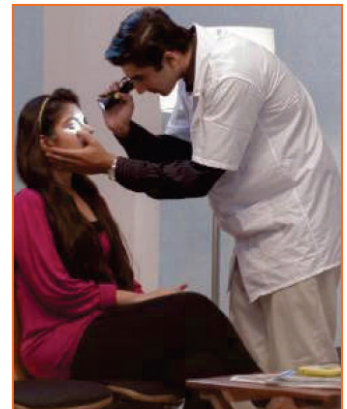
- Describe the step-by-step procedure for administering dilating eye drops and check dilation status for eye examination.

#### Before Administering Eye Drops

- » **STEP 1:** Brief the patient about the administration of eye drops.
- » **STEP 2:** Explain the duration and after effects of the procedure to the patient clearly

#### Administer Eye Drops

- » **STEP 1:** Raise the chin and pull down the patient's lower right eyelid gently.
- » **STEP 2:** Ask the patient to look up.
- » **STEP 3:** Instill one to two drops of the medicine in the lower lid.
- » **STEP 4:** Ask the patient to close the eye immediately.
- » **STEP 5:** Repeat the same procedure to administer drop in the left eye.
- » **STEP 6:** Ask the patient to keep the eyes closed for thirty to forty-five minutes.
- » **STEP 7:** Check the eyes for dilated status every fifteen minutes (two or three times).



Administer eye drops

#### Steps when Check for Dilation progress

- » **STEP 1:** Ask the patient to open the eyes.
- » **STEP 2:** Shine a torch in the eye to check the dilated status.
- » **STEP 3:** Once the pupil is fully dilated, inform the doctor that the patient ready for the re - examination.

### Tips

- Brief the patient about the dilation procedure.
- Brief the patient about how long they will have to remain with their eyes shut after administering dilation.
- Check the patient's pupils with a torch, for progress of dilation.
- Inform the doctor if the dilation is slow.

### Notes for Facilitation

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

## UNIT 8.4: Re-Exam the Eye Post Dilation

### Unit Objectives

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

1. Assist the ophthalmologist in the re-examination of eye-post dilation

### Resources to be Used

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

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Tell them that they will learn how to assist the ophthalmologist in the re-examination of eye post dilation

### Say

- Talk about the basics of ophthalmoscopy and its types.
- Talk about the steps required for assisting in an examination with an ophthalmoscope.

### Tips

- Remember to inform the patient before reclining the patients chair and switching off the lights.
- Once the doctor completes the examination wait for the doctor to put the recommendation in the patients file and guide the patient accordingly.

## Ask

- Ask the participants to explain how to use the ophthalmoscope in the re-examination of eyes post dilation.
- Ask the participants to list the steps required to complete the examination process.

## 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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# 9. Patient Education and Health Promotion in Eye Care

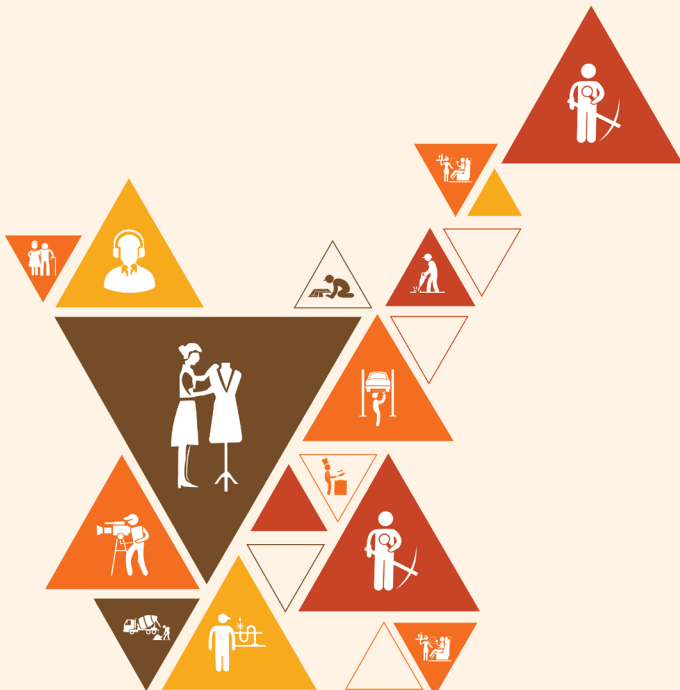
Unit 9.1 – Directing the Patient to the Contact Lens Clinic

Unit 9.2 – Direct the Patient to Cataract Counselling Unit

Unit 9.3 – Review Patients

Unit 9.4 – Eye Donation

Unit 9.5 – Eye and Vision Screening in Camps



HSS/N3004,  
HSS/N9601

## Key Learning Outcomes

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

1. Demonstrate the insertion and removal of contact lenses.
2. State the dos and don'ts for the care and maintenance of contact lenses.
3. State the counselling principles of pre-operative and post-operative care of eye surgeries.
4. State the instructions to be given to review patients.
5. Give advice about lens care.
6. Suggest the Eye exercises.
7. Fix appointment with the doctors.
8. Explain the impotence of eye donation to the community.

## UNIT 9.1: Directing the patient to the Contact Lens Clinic

### Unit Objectives

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

1. Demonstrate the insertion and removal of contact lenses.
2. State the dos and don'ts for the care and maintenance of contact lenses.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Bowl
- Mirror
- Contact lenses and solutions

### 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 insertion and removal of contact lenses.

### Say

- Prepare the list of materials required for the insertion and removal of contact lenses:
  - » Well lit room
  - » Lint free tissue paper
  - » Clean bowl
  - » Mirror
  - » Contact lens case and solutions
  - » Contact lens

## Demonstrate

- Explain the steps required to insert and remove a contact lens carefully.
  - » **Step 1:** Clean hands with soap and water before handling the contact lenses.
  - » **Step 2:** Open the blister pack for the right eye.
  - » **Step 3:** Take out the contact lens from the blister pack using the index finger.
  - » **Step 4:** Place it on the palm of the left hand, with the hollow side up.
  - » **Step 5:** Pour a few drops of the recommended contact lens solution and gently clean the lens using the index finger in a circular motion.
  - » **Step 6:** Lift the contact lens with the tip of index finger of right hand, with the hollow side on top.
  - » **Step 7:** Open the right eye widely.
  - » **Step 8:** Pull the right eye lower lid down gently, keeping the contact lens on the right index finger.
  - » **Step 9:** Place the lens carefully over the cornea of the right eye.
  - » **Step 10:** Look up, down, right and left with open eyes.
  - » **Step 11:** Gently close the eyes for a few seconds.
  - » **Step 12:** Repeat the same procedure for the left eye.



( a ) Insert a Contact Lens



( b ) Insert a Contact Lens



( c ) Insert a Contact Lens

- Explain the steps required to remove a contact lens carefully.
  - » **Step 1:** Fill the right and left contact lens case with fresh contact lens solution.
  - » **Step 2:** Pull the lower eyelid of the right eye gently.
  - » **Step 3:** Slowly drag the contact lens in the right eye away from the cornea. Pinch the lowest edge of the contact lens using the thumb and index finger and remove the contact lens.
  - » **Step 4:** Place the contact lens on the palm of the left hand, keeping the hollow side up.
  - » **Step 5:** Clean the contact lens with the contact lens solution.
  - » **Step 6:** Place the contact lens in the case marked as 'R' for the right eye with hollow side up.
  - » **Step 7:** Repeat the procedure for left eye.



( a) Insert a Contact Lens



( b) Insert a Contact Lens



( c) Insert a Contact Lens



( d) Insert a Contact Lens

### Team Activity

- In groups of 3-4, prepare and show the process of insert and removal of contact lens.
- Provide 10 minutes to prepare for the procedure

### 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 9.2: Direct the patient to Cataract Counselling Unit

### Unit Objectives

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

1. State the Counselling principles on the pre-operative and post-operative care of eye surgeries.

### Resources to be Used

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

### 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 counselling principles on the pre-operative and post-operative care of eye surgeries.

### Say

- Explain the process of cataract surgeries and types of cataract surgery.
- Explain the various types of Intraocular lenses as per the patient's choice.
- Explain the important pre -operative instructions for the patient once he decided on the type of surgery and lens.
- Describe the instructions need to follow by the patient on the day of surgery.

## Activity

- Select students randomly and ask them to explain the following types of Cataract Surgery:
  - » ECCE
  - » SICS
  - » PHACO

## Tips

- Answer the patients doubt carefully and politely. Don't try to rush the session.
- Ensure that you do not make any recommendations to the patient.
- Give the patient a broacher with details of cataract surgery.

## Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- You can take some brochures with you for the kind of lens and surgeries.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## UNIT 9.3: Review Patients

### Unit Objectives

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

1. State the instructions to be given to review patients.
2. Give advice about lens care
3. Suggest eye exercises
4. Advise surgical care patient post-operation
5. Fix appointment with doctor for clinical examination

### Resources to be Used

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

### 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 counseling and instructions to be given to review patients.

### Say

- Explain the pprocess of cleaning and handling of spectacles.
- Explain the various types of exercises generally advisable by doctors to keep eyes stress free.
- Explain the important post-operative instructions for the patients.
- Tell them important steps for cleaning the eyes post cataract surgery.



## Tips

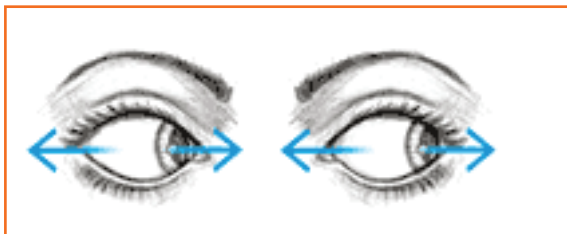
- Explain how to take care of spectacles.
- Have the patient demonstrate the basic eye exercises.
- Post-operative reviews with the doctor should be given priority
- Give the broacher containing all the instructions.

## Demonstrate

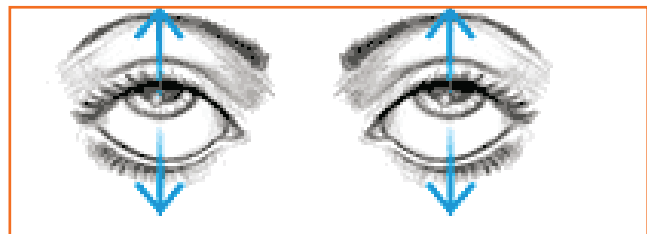
- Ask the participants to demonstrate the process of eyes cleaning and removing stubborn deposits.



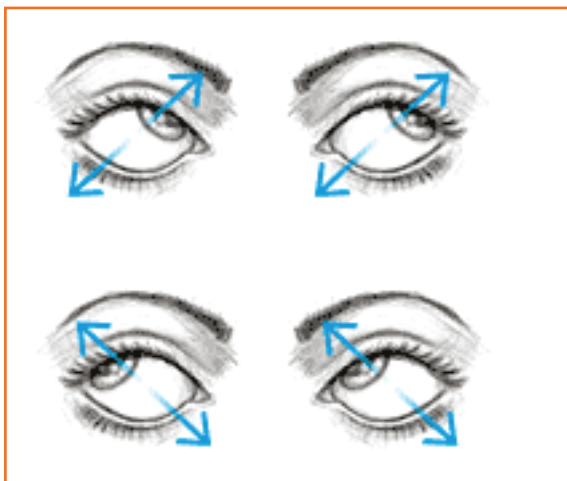
- Make a group of 2 participants and tell them to demonstrate the simple eye exercises for the patients advised by doctor.
- Should perform the same exercises by other and analyze their correctness as per below images



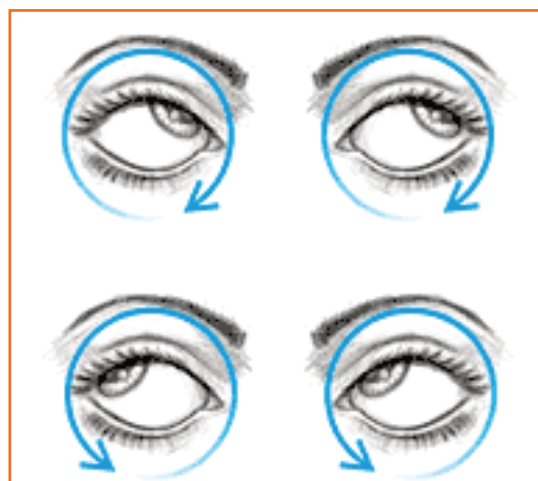
1



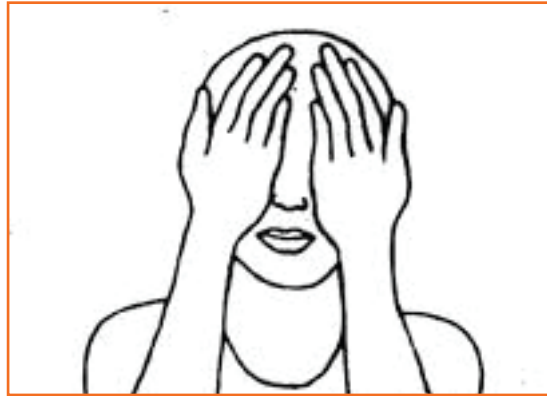
2



3



4



5

## Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- You can take some brochures with you having cleaning guidelines.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## UNIT 9.4: Eye Donation

### Unit Objectives

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

1. Explain the importance of eye donation to the community.

### Resources to be Used

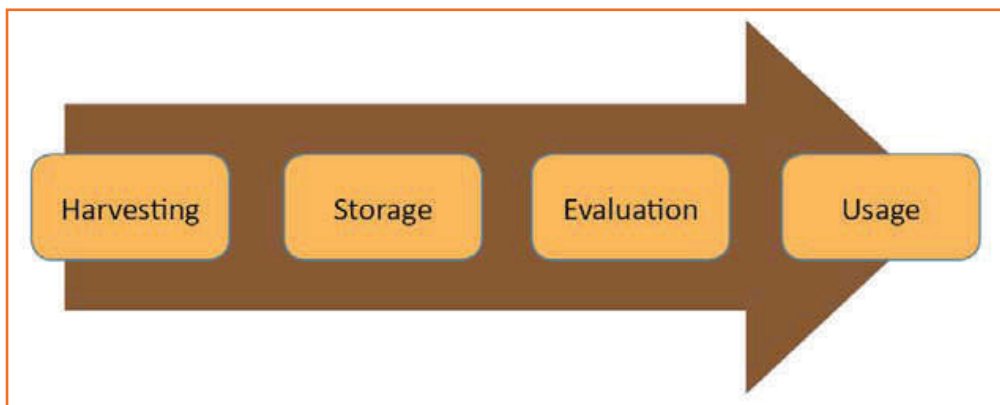
- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Donation policy notes

### 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 importance of eye donation.

### Say

- Explain the process of eyes donations.
- Explain the eyes transplantation process.



- Tell them how to speak and what are the key points need to consider while counseling people for eye donation

## Activity

- Randomly pick students and ask them to explain the eye transplantation process.

## Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- You can take some brochures with you having eye donation information's..
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## UNIT 9.5: Eye and Vision Screening in Camps

### Unit Objectives

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

1. Explain the importance of eye donation to the community.

### Resources to be Used

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

### 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 eye and vision sscreening Camps.

### Say

- Explain them what is eye screening camp.
- Tell them the types of eye screening camp.
  - » Comprehensive eye care camps
  - » Mass camps
- Explain the various duties and responsibilities need to perform by workers and professionals during the camp.
- Explain the important points required to keep monitoring of camps and its progress.

## Notes for Facilitation

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



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# 10. Basics of Ophthalmic Dispensing

Unit 10.1 – Spectacle Designing

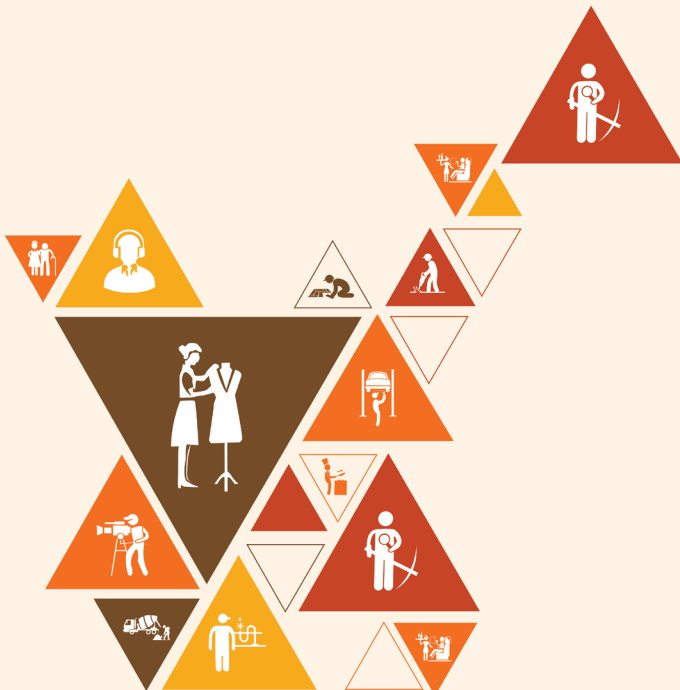
Unit 10.2 – Direct Patient to Optical Showroom for spectacle

Unit 10.3 – Spectacle Prescription

Unit 10.4 – Contact Lenses

Unit 10.5 – Low Vision Aids

Unit 10.6 – Common Ophthalmic Medicines



**HSS/N3004**

## Key Learning Outcomes

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

1. Identify the different parts of spectacle or eye glasses.
2. State the different types of materials used in the spectacle frames.
3. State the different types of lenses used in the spectacle.
4. Take measurements for optical dispensing.
5. Match the glass prescription with the appropriate lenses.
6. List the types of contact lenses.
7. Define low vision.
8. List the different low vision aids.
9. List the commonly used ophthalmic medicines.
10. Explain to the patient regarding the usage and effect of certain medicines.



## UNIT 10.1: Spectacle Designing

### Unit Objectives

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

1. Identify the different parts of spectacle or eye glasses.
2. State the different types of materials used in spectacle frame.
3. State the different types of lenses used in spectacles.

### Resources to be Used

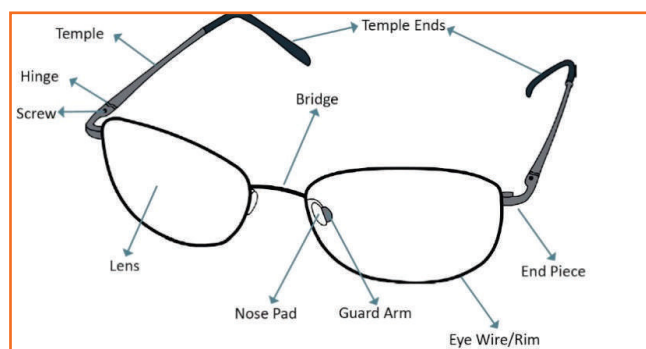
- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Charts
- Spectacles
- lenses
- Frames

### 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 spectacles designing.

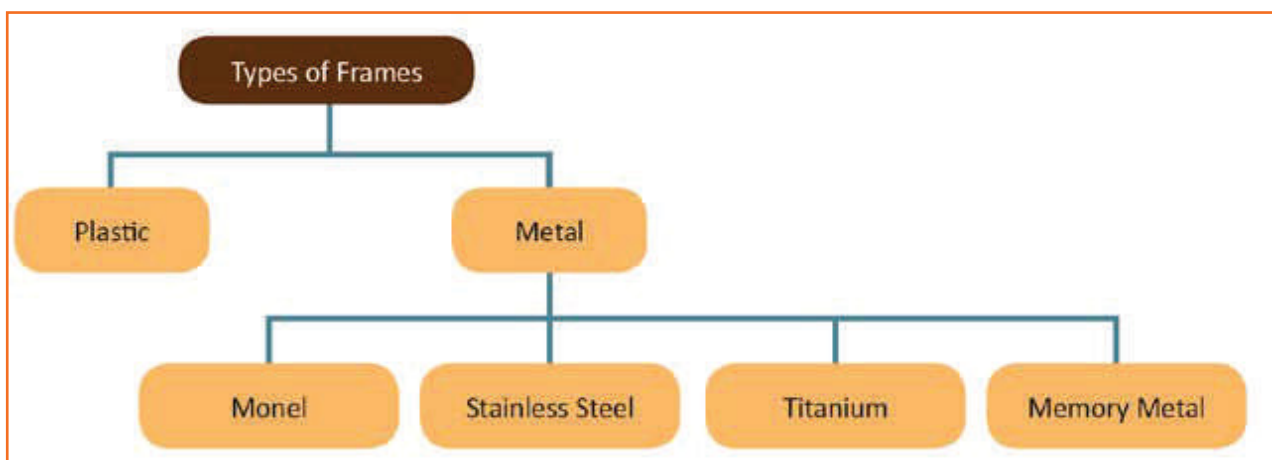
### Say

- Explain with the help of real spectacles the following parts to the participants.

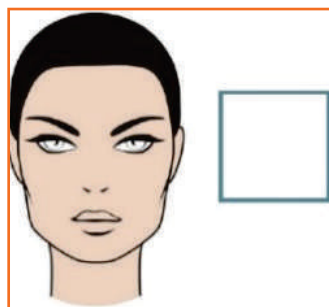


- » Eye Wire
- » Bridge
- » Temple
- » End Piece
- » Chassis
- » Temple Ends
- » Nose Pads
- » Guard Arms
- » Hinge

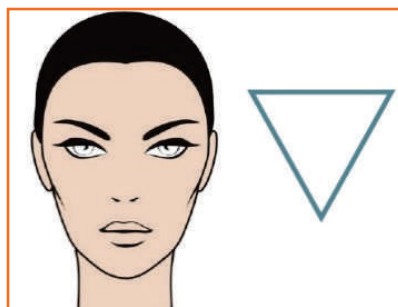
- Explain to the participants various types of frames with advantages and disadvantages as per its quality.



- Describe the procedure of selecting a specific frame to participants according to:



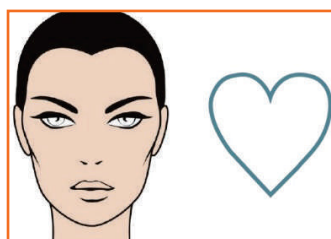
» Square Face



» Long Face

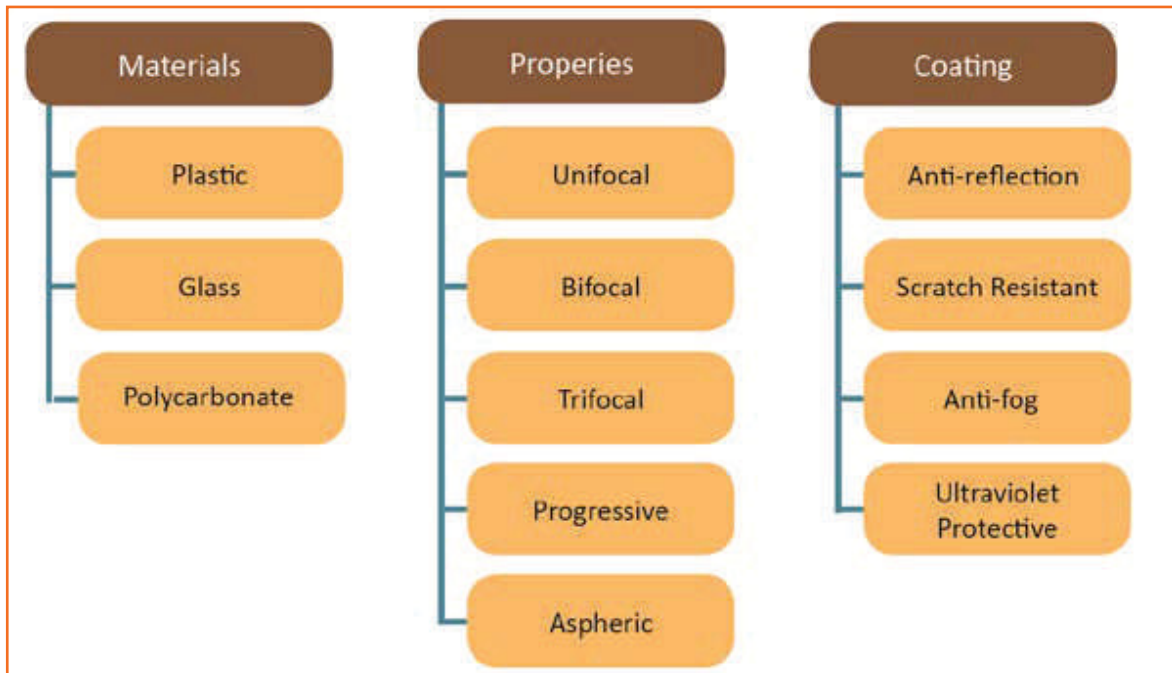


» Triangular Face

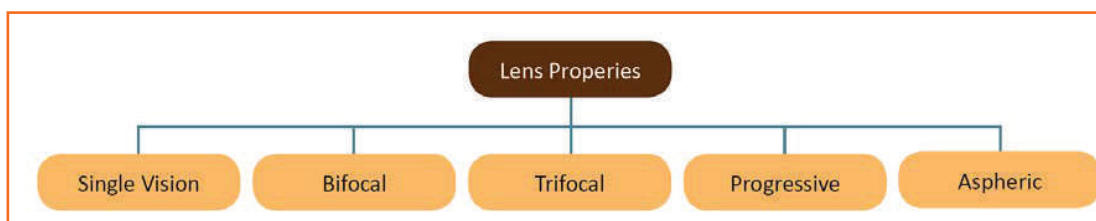
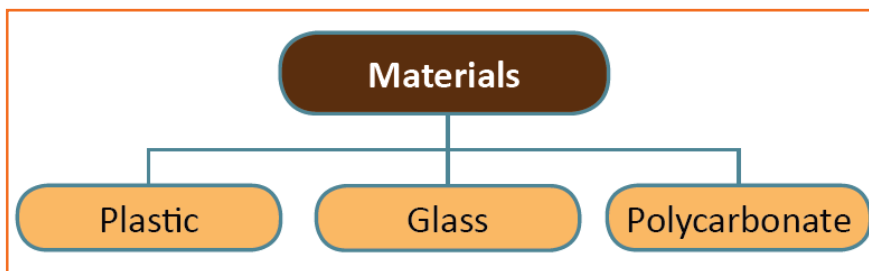


» Heart Shaped Face

- Describe the criteria for selection of optical lens.

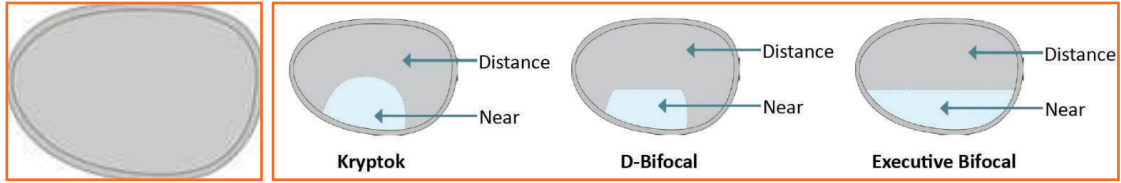


- Elaborate the various types of optical lens and types of lens coating.



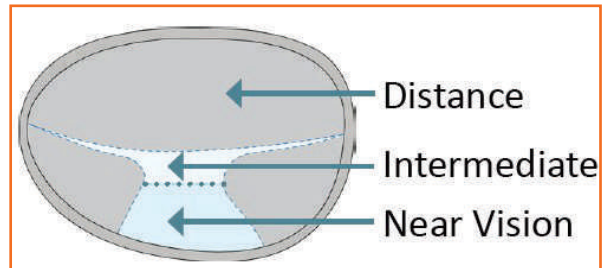
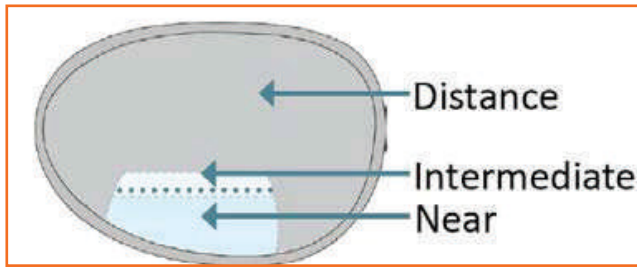
**Ask** 

- Ask the participants to explain the different types of lens with help of images.

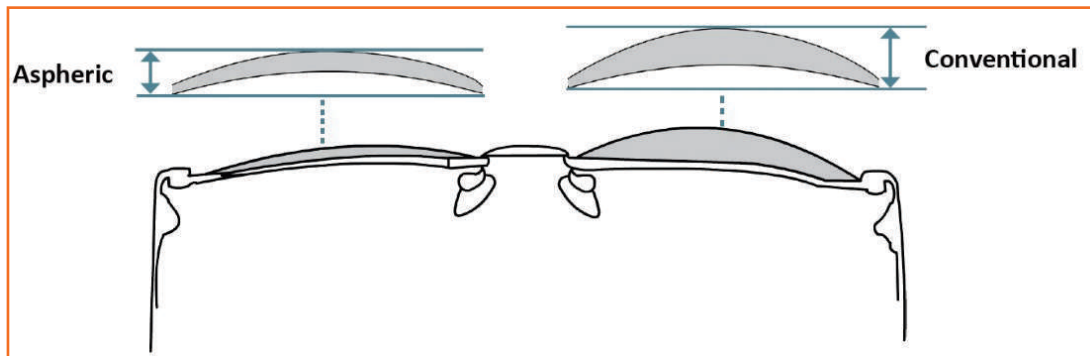


Uni focal lenses

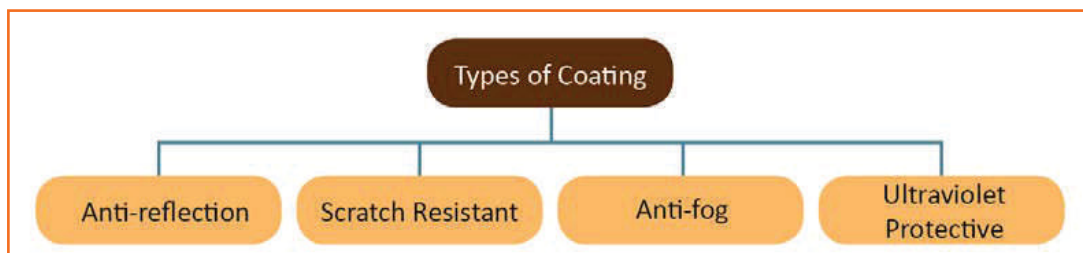
Bifocal lenses



Varifocal lenses



Aspheric lenses



Types of Lens Coating

**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 10.2: Direct Patient to Optical Showroom for spectacle

### Unit Objectives

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

1. Take measurements for optical dispensing.

### Resources to be Used

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

### Do

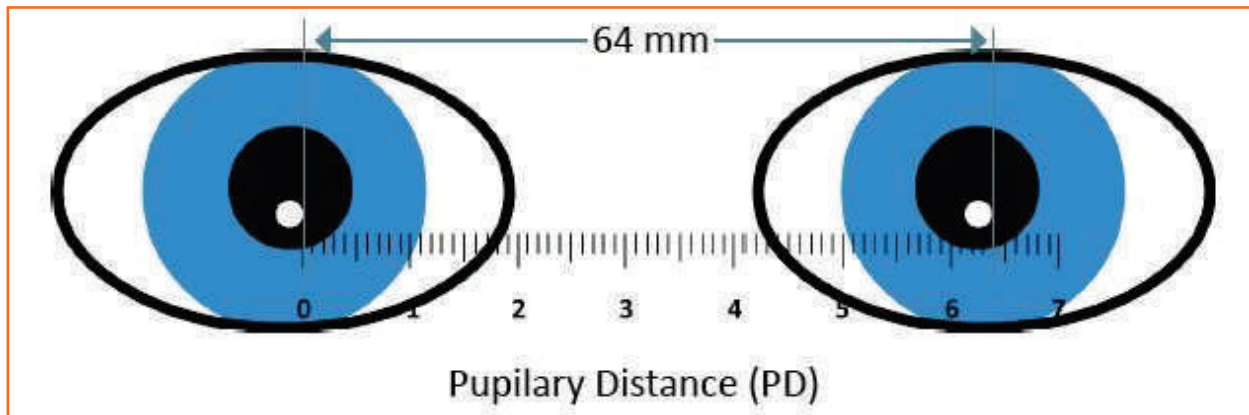
- Greet and welcome the participants to the next unit of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about the procedure of taking measurements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

### Say

- Explain the procedure how to assist the optometrist in showing frames to the patients.
- Illustrate the steps for measuring the interpupillary distance or PD of a patient:
  - » **Step 1:** Seat the patient such that you are at the same eye-level.
  - » **Step 2:** Place the PD ruler against the bridge of the patients's nose such that it is parallel to the floor.
  - » **Step 3:** Move the ruler carefully until the markings are directly under the patients pupil



- » **Step 4:** Move the “0” mark on the ruler to the corresponding pupillary light reflex to the right eye. The end point is the pupillary light reflex on the left eye.
- » **Step 5:** Note the distance between one pupillary light reflex to another pupillary light reflex. This distance measured is the PD.



### Activity

- Make a group of 2 participants, one as patient and other technician.
- Tell technician to take the measurements for optical dispensing and vice versa.
- Give 10 minutes each to complete the process.

### Notes for Facilitation

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

## UNIT 10.3: Spectacle Prescriptions

### Unit Objectives

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

1. Match the glass prescriptions with the appropriate lenses

### Resources to be Used

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

### Do

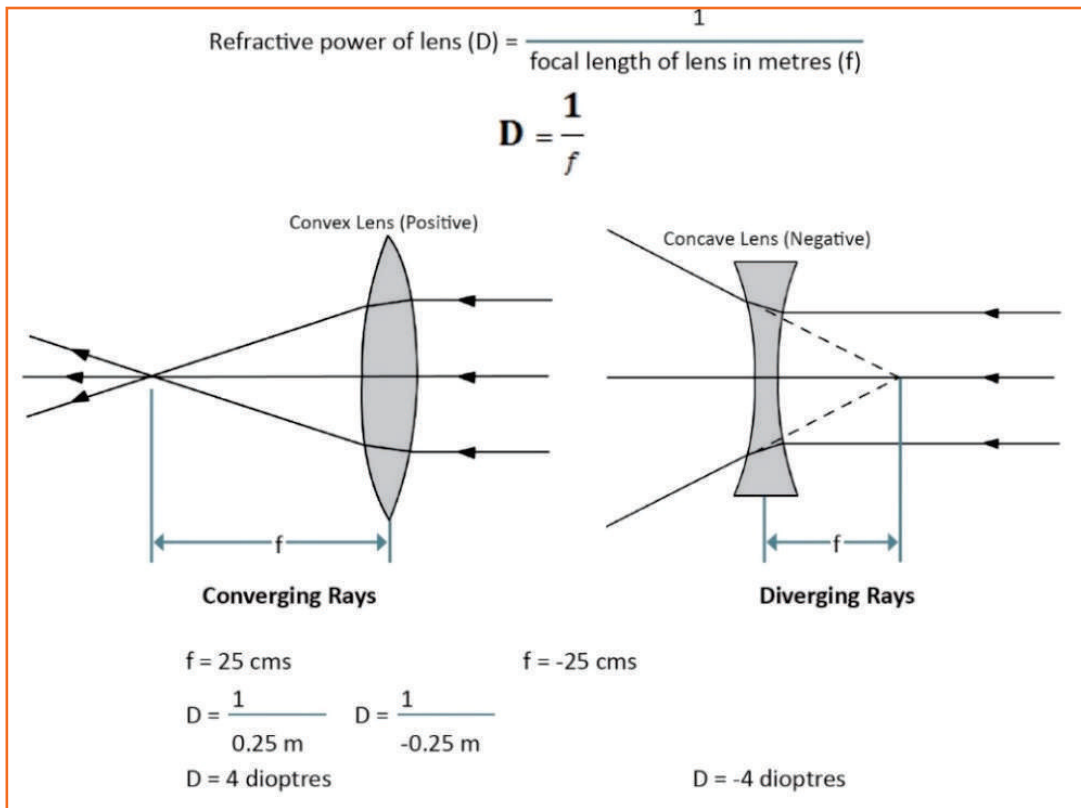
- Greet and welcome the participants to the next unit of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about how to match the glass prescriptions with the appropriate lenses.

### Say

- Explain the Refractive power of lens based on the shape of lenses spectacles.
  - » Converging Lenses
  - » Diverging Lenses

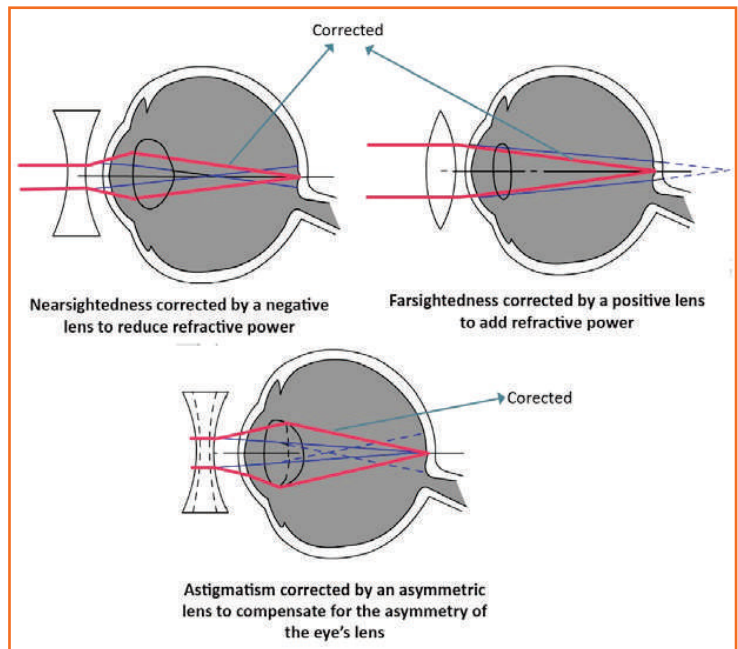
Concave Lens	Convex Lens	Cylindrical Lens
to correct myopia (nearsightedness)	to correct hypermetropia (farsightedness)	to correct astigmatism (distortions due to shape of cornea, lens)
thin in the centre, thicker at the edges - spreads out (diverges) light rays	thick in the centre, thinner at the edges - concentrates (converges) light rays	curve more in one direction - corrects the scattered light rays to one focal point on the retina
minus lens - to reduce refractive power	plus lens - to add refractive power	asymmetric lens having two powers - one over the entire lens and the other oriented in one direction

Refractive Lens



Refractive Power of Lens

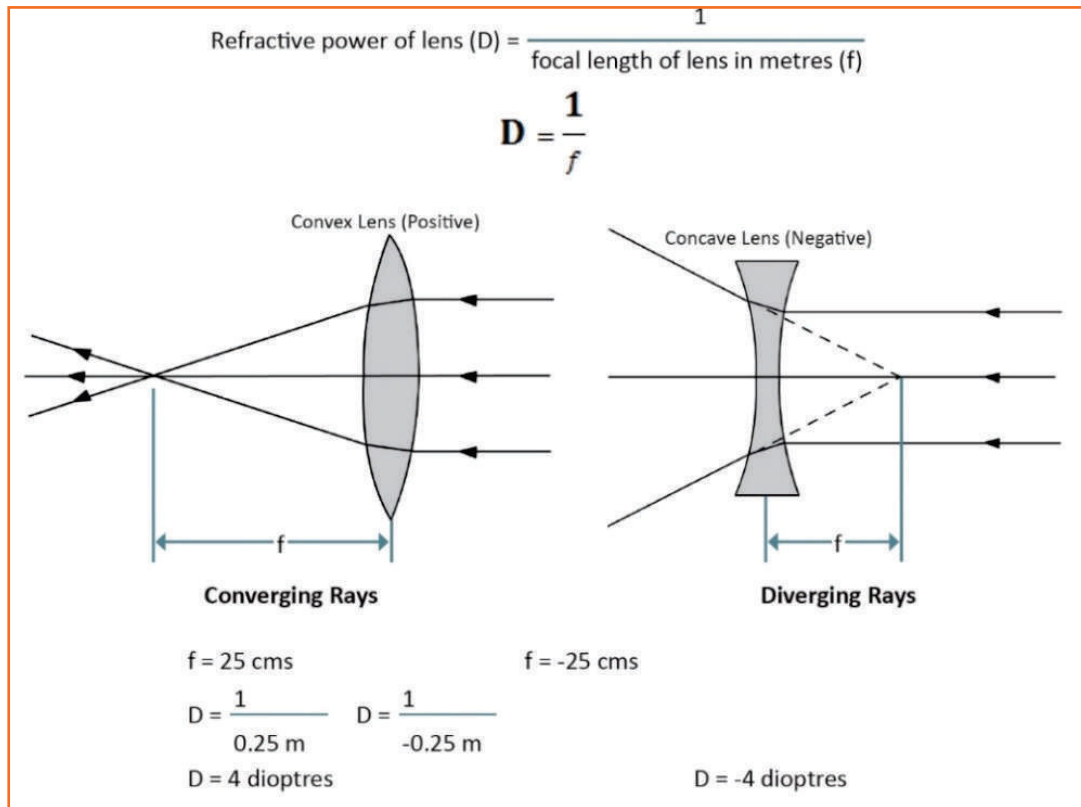
- Explain the spectacle prescription parts and following relevant terminologies.
  - » Sphere
  - » Cylinder
  - » Axis
  - » Prism
  - » Rx and PD





## Demonstrate

- Demonstrate the concept of refractive index with help of following image where A 1 lens has focal length 1 meter and 2D lens has 0.5 meter focal length.



## Activity

- Divide the participants in two groups.
- Ask each group to list two symptoms associated with Impaired Physical Mobility.
- Now ask them the method of intervening the symptom that they picked.

## Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Take one sample case sheet with you before stating session.

## UNIT 10.4: Contact Lenses

### Unit Objectives

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

1. List the types of contact lenses.

### Resources to be Used

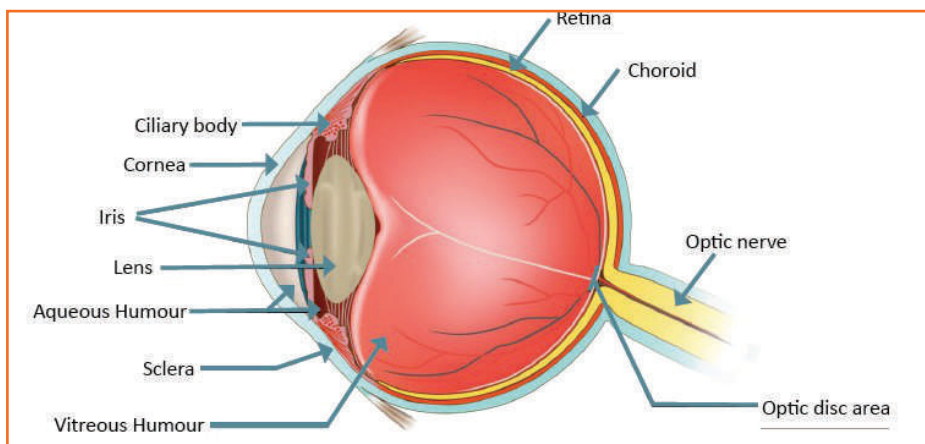
- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Contact Lenses

### Do

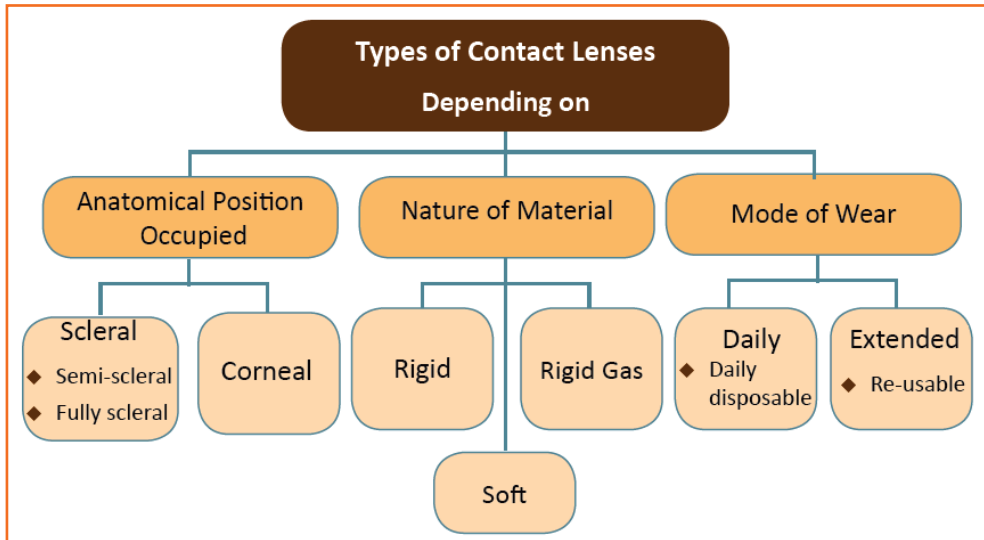
- Greet and welcome the participants to the next unit of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn various types of contact lenses.

### Say

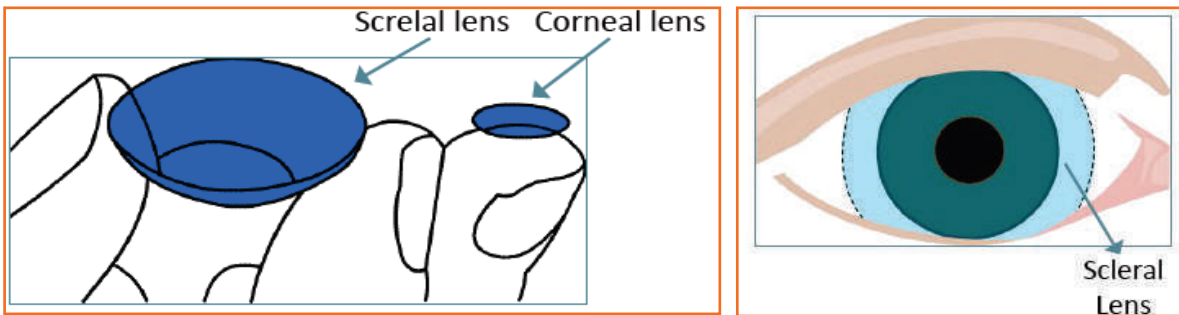
- Demonstrate with the help of following picture Eye Structure.



- Provide the participants with a list of types of lenses according to position, material and mode of wear.



- Tell them about the “anatomical position occupied”



- Describe with the help of image the various nature of material.

<p><b>Rigid (Hard) Non Gas Permeable contact Lenses</b></p>	<ul style="list-style-type: none"> <li>◆ Made of <b>PMMA</b> - Poly methy metha acrylate</li> <li>◆ Very effective for improving vision, but they do not allow the passage of air to the cornea</li> <li>◆ Not in much use today</li> </ul>
<p><b>Rigid Gas Permeable (RGP) Contact Lenses</b></p>	<ul style="list-style-type: none"> <li>◆ Made of <b>CAB</b> - Cellulose acetate butyrate</li> <li>◆ Allow oxygen to reach the eye</li> <li>◆ Not very user - friendly and comfortable</li> </ul>
<p><b>Soft Contact Lenses</b></p>	<ul style="list-style-type: none"> <li>◆ Made of <b>HEMA</b> - Hydroxyl ethyl metha acrylate</li> <li>◆ Allow oxygen to reach the eye</li> <li>◆ Most commonly used</li> </ul>

**Ask** 

- Ask the participants to tell the types of lenses they learnt and know.
- Now ask them to list a guideline that should be considered while deciding the type of lenses.

**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 10.5: Low Vision Aids

### Unit Objectives

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

1. Define low vision.
2. List the different low vision aids.

### Resources to be Used

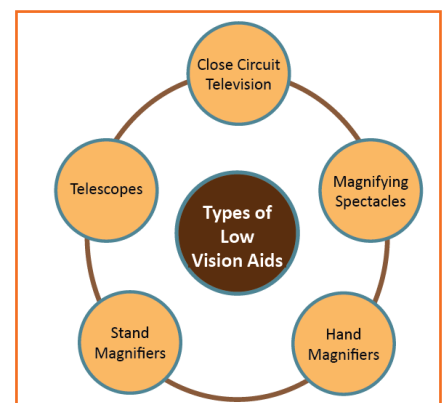
- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Charts
- Magnifying Spectacles
- Magnifiers

### 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 low vision.

### Say

- Explain them what is low vision and types of vision.
- Explain the various causes associated with low vision
- Tell the various low vision aids.



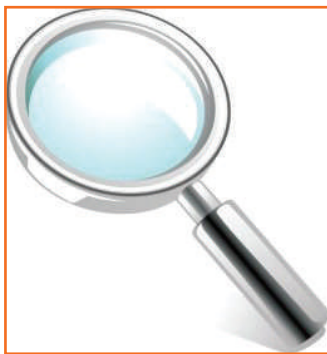
Types of Low Vision Aids



Magnifying Spectacle



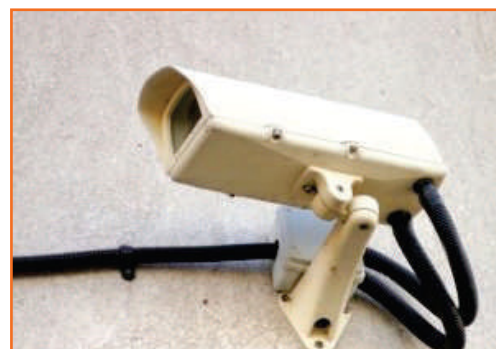
Stand Magnifiers



Hand Magnifiers



Telescope



CCTV Camera

## Activity

- Make a group of 2-4 participants and show them various kind of lenses and magnifiers,
- Ask them to identify and write on board in front of all.

## Notes for Facilitation

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

## UNIT 10.6: Common Ophthalmic Medicines

### Unit Objectives

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

1. List the commonly used ophthalmic medicines.
2. Explain to the patient regarding the usage and effects of certain medicines

### Resources to be Used

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

### Do

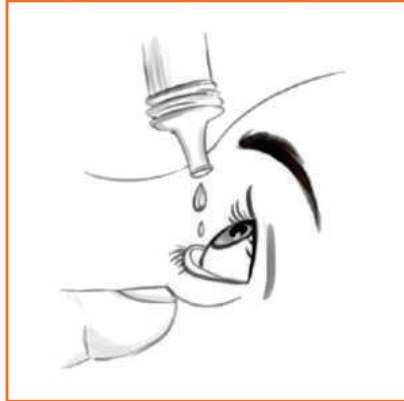
- Greet and welcome the participants to the next unit of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about the commonly used ophthalmic medicines.

### Say

- Explain the various types of commonly used ophthalmic medicines.
- Tell them about eye drops and dilating drops.



Eye drops

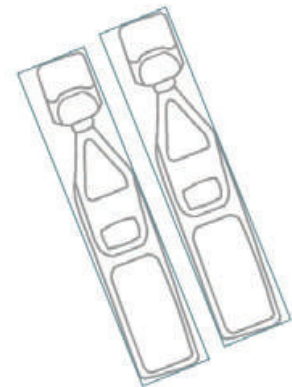


Dilating drops

- Explain the type and uses of eye ointments.

Eye  
OintmentAdministering  
Eye Ointment

Eye ointments are gel like medicines placed in the patient's lower conjunctival sac. They are longer acting than eye drops and are less likely to drip out of the eye. However, they are harder to use than eye drops, since they are sticky and can cause mild blurring of vision.



## Activity

- Make a group of 1-2 participants and ask them to show how to use the eye drops.

## Notes for Facilitation

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





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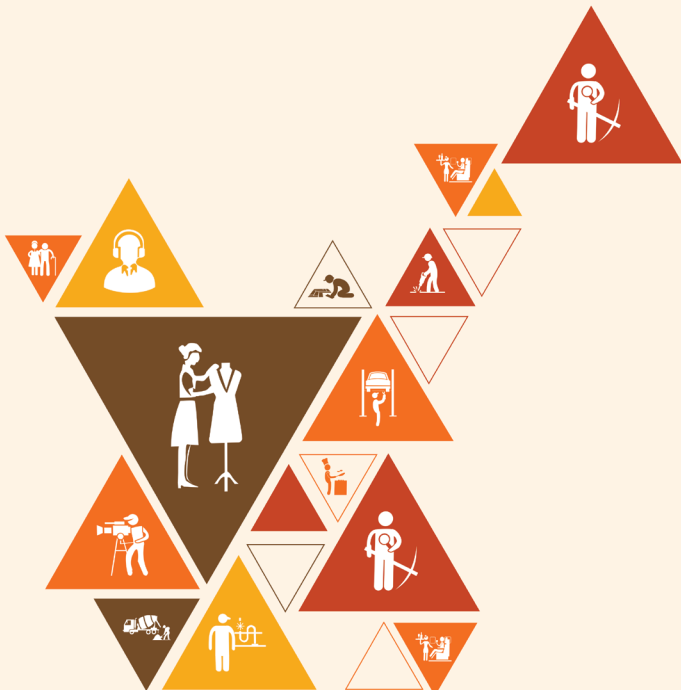
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# 11. Personal Hygiene

Unit 11.1 - Personal Hygiene



HSS/N9606

## Key Learning Outcomes

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

1. Develop understanding of the concept of Healthy Living.
2. Understand the procedure of Hand Hygiene.
3. Develop techniques of Grooming
4. Be equipped with techniques of use of PPE.
5. Be vaccinated against common infectious disease.
6. Maintain peaceful environment
7. Learn general and specific etiquettes to be observed on duty.

## UNIT 11.1: Prevent and Control Infection

### Unit Objectives

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

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
- PPE
- Sanitizers

### 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 Personal Hygiene in this unit.

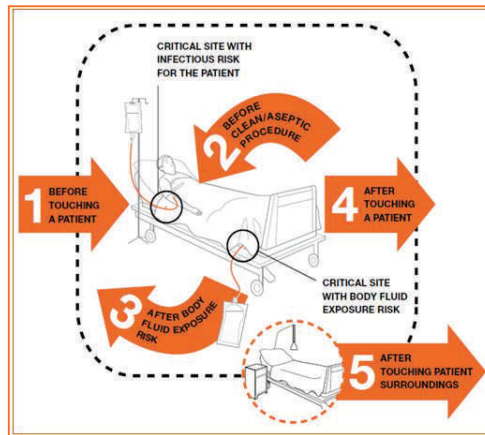
### Ask

- Ask participants to talk about preparation points and advantages of Personal Hygiene.

### Say

- Talk about the importance of and how to do hand wash.
- Provide details on how to use hand sanitizers and need of hand care.
- Provide details on why and how to use PPE.

- Define Vaccinations and its precautions.
- Tell the participants regarding hand care importance and precautions when meeting or touching patients.




Need of Hand Hygiene

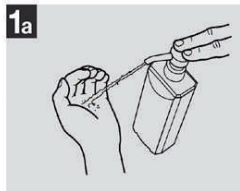
## Demonstrate

- Demonstrate the following with the help of following images:
  - » how to hand rub

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

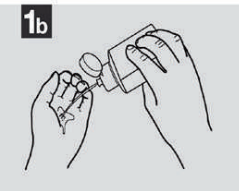
 Duration of the entire procedure: 20-30 seconds

**1a**



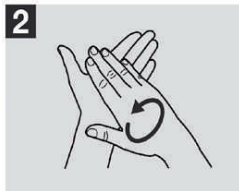
Apply a palmful of the product in a cupped hand, covering all surfaces;

**1b**



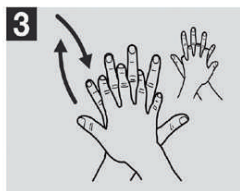
Rub hands palm to palm;

**2**



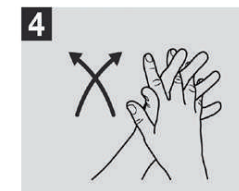
Rub hands palm to palm;

**3**



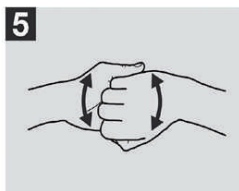
Right palm over left dorsum with interlaced fingers and vice versa;

**4**




Palm to palm with fingers interlaced;

**5**




Backs of fingers to opposing palms with fingers interlocked;

**6**



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

**7**



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

**8**

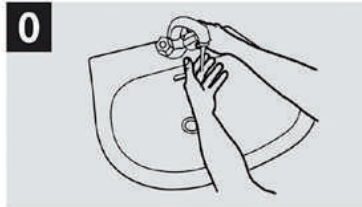


Once dry, your hands are safe.

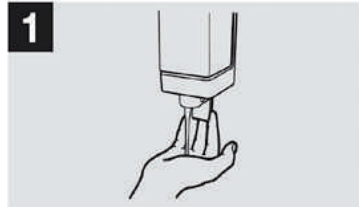
- how to handwash

**WASH HANDS WHEN VISIBLY SOILED! OTHERWISE, USE HANDRUB**

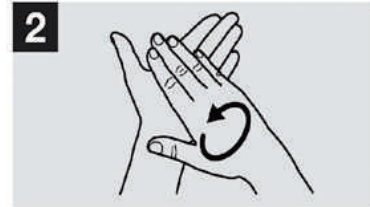
**🕒 Duration of the entire procedure: 40-60 seconds**



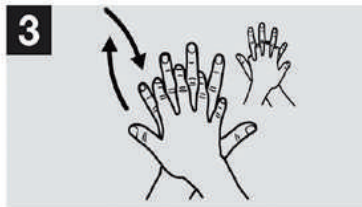
**0** Wet hands with water;



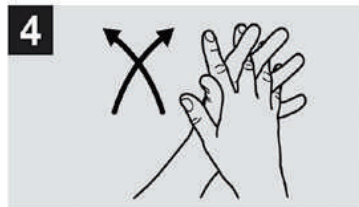
**1** Apply enough soap to cover all hand surfaces;



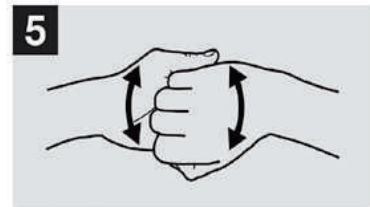
**2** Rub hands palm to palm;



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



**4** Palm to palm with fingers interlaced;



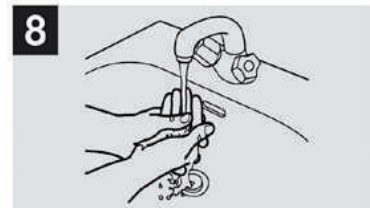
**5** Backs of fingers to opposing palms with fingers interlocked;



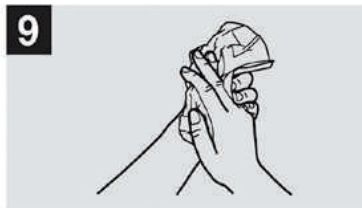
**6** Rotational rubbing of left thumb clasped in right palm and vice versa;



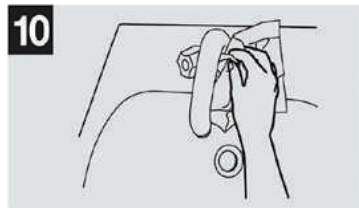
**7** Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa;



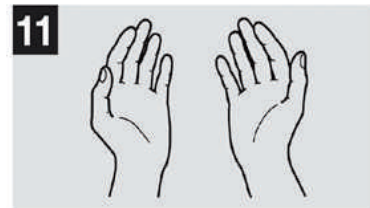
**8** Rinse hands with water;



**9** Dry hands thoroughly with a single use towel;



**10** Use towel to turn off faucet;



**11** Your hands are now safe.

## Ask

- Ask participants to gather information about Universal Immunisation program.
- Ask participants to gain knowledge about the other Vaccinations:
  - » Typhoid immunisation
  - » Hepatitis –A
  - » HPV vaccination
  - » Rabies Immunisation
  - » Pertussis Immunisation
- Ask participants to talk and share views on Non Communicable Diseases (NCD)
  - » Cancer
  - » Diabetes
  - » Hypertension
  - » Osteoporosis
  - » Alzheimer’s
  - » Heart Disease

## Tips

- An approval taken by the patient after explaining him the treatment plan It can be: Consent form

## Demonstrate

- Demonstrate the Personal Protective Equipment with the help of following images.



Gloves

- » **Gloves:** They are used as an item of PPE.



Gowns

- » **Gowns:** These are generally made of a thin, waterproof material, and typically used only once.

- » **Goggles:** Goggles to cover the eyes.



Goggles



Masks

- » **Masks:** Masks to cover the nose and mouth.

- » **Face Shields:** Face shields are used to avoid body fluids getting in touch with the mucous membranes of the eyes.



Face shields



Head covering

- » **Head Covering:** Cap is used to keep the hair neatly in place and give a good appearance while taking care of a patient.

- » **Shoe Covers:** Used to prevent dust from outdoors to spreading in the patient's room.



Shoe covering

- Demonstrate the steps involved in Put on and to take of the PPE with help of below images



1. Identify the necessary PPE as per



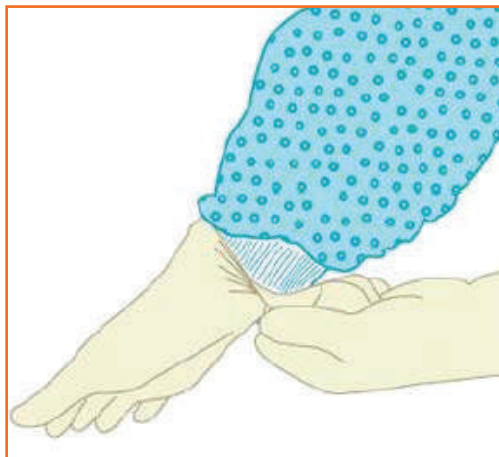
2. Put on a gown requirement.



3. Wear face shield



4. Wear eye protection



5. Put on gloves and medical mask



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

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



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



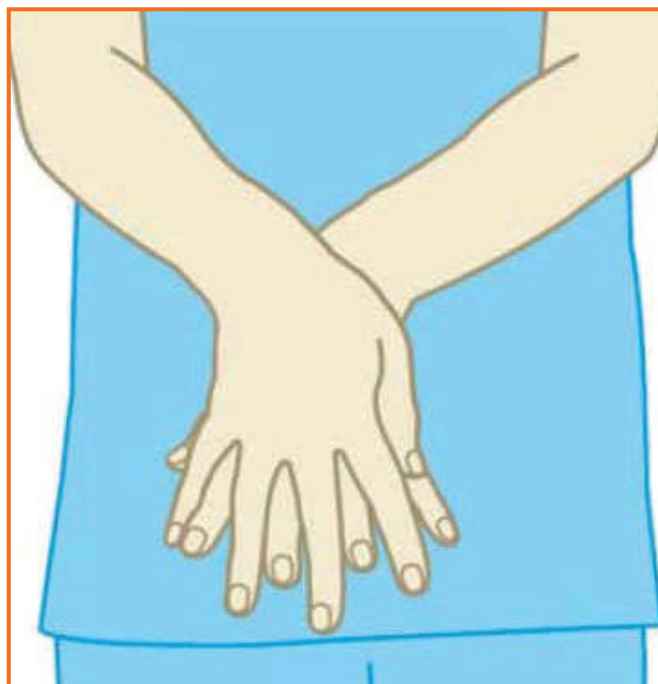
**Step: 3** If wearing face shield- remove face shield from behind. Dispose face shield safely.



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



**Step: 5** Perform hand hygiene



## Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- You could reemphasize the points discussed in this unit and then ask participants to do the exercise



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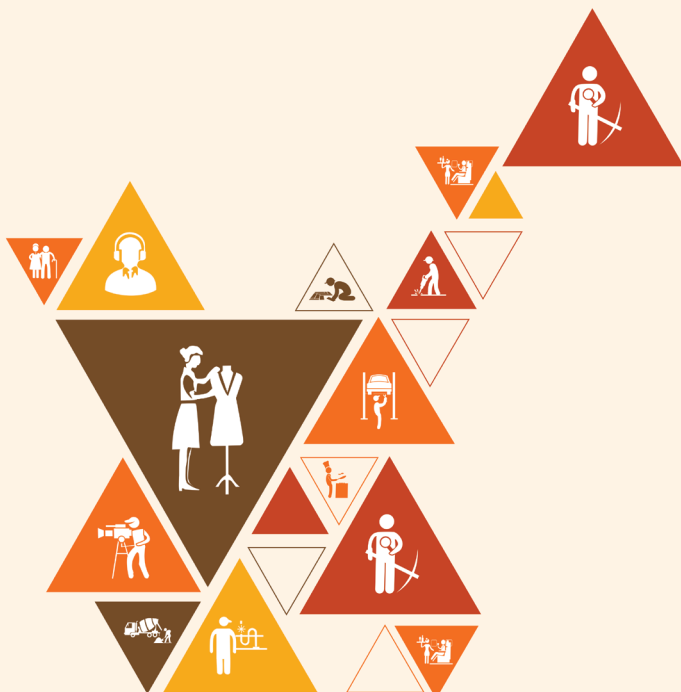


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# Unit 12. Sanitation, Safety and First Aid

Unit 12.1 – Safe Working Environment

Unit 12.2 – First Aid



HSS/N9606

## Key Learning Outcomes

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

1. Handle hazardous situations safely.
2. Apply first aid on an injured person.

## UNIT 12.1: Safe Working Environment

### Unit Objectives

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

1. Handle hazardous situations safely.

### Resources to be Used

- Black or white Board
- Chalk pieces or white board marker pens, duster
- PC with LCD Projector
- Participants Manual
- Electrical and Fire safety resources

### 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 how to handle hazardous situations safely.

### Say

- Explain the guidelines and procedures required for promoting a safe working environment.
- Explain the important points to participants that could be useful to reduce the risk.
- Explain the precautions need to consider when we are talking about the electrical and fire safety measures.
- Talk about the measures need to be followed when we are talking about the patients care and safety.

### 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.
- Ask students to collect and explain the use of various collections related to electrical and fire safety measures.

## Tips

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

## Notes for Facilitation

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

## UNIT 12.2: First Aid

### Unit Objectives

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

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

### Resources to be Used

- Black or White Board
- Chalk pieces or white board ,marker ,pens, duster
- PC with LCD Projector
- Participants Manual
- Hand Sanitizer
- PPE
- Splints
- First Aid Kit

### Do

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

### Say

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

## Activity

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

## Notes for Facilitation

- Ask them to complete the exercise given at the end of the unit in the handbook.
- Keep first aid kit with you when briefing class on this topic.
- Use slides to express more on it.

## Demonstrate

- Demonstrate splints of different body parts
  - » Splint the forearm



- » Splint the wrist





- » Splint the upper leg



- » Splint the lower leg



- » Splint the elbow



- Demonstrate bleeding First Aid



- » Wash your Hand



- » Clean the Wound



- » Immobilize the affected part



- Demonstrate the steps how to give first aid in case of bone fracture injury.
  - » Immobilize the affected part
  - » Stabilize the affected part
  - » Use a cloth as a sling
  - » Use board as a sling
  - » Carefully Transfer the victim on a stretcher.
- Demonstrate the steps how to give first aid in case of burn injury.
  - » In case of electrical burn, cut-off the power supply
  - » In case of fire, put out fire with blanket/coat
  - » Use water to douse the flames
  - » Remove any jewellery from the affected area
  - » Wash the burn with water
- Demonstrate the steps how to give first aid in case of bleeding.
  - » Check victim's breathing
  - » Lift up the wound above heart level
  - » Give direct pressure to the wound with a clean cloth or hands
  - » Remove any visible objects from the wounds
  - » Apply bandage once the bleeding stops
- Demonstrate the steps how to give first aid in case of Heatstroke or Sun Stoke.
  - » Move the victim to a cool, shady place
  - » Wet the victim's skin with a sponge
  - » If possible apply ice packs to victim's neck, back and armpits
  - » Remove any jewellery from the affected area
  - » Wash the burn with water
- Demonstrate the steps how to give first aid in case of person Unconsciousness.
  - » Loosen clothing around neck, waist and chest
  - » Check for breathing
  - » Place the victim's legs above the level of heart
  - » If victim is not breathing, perform CPR.





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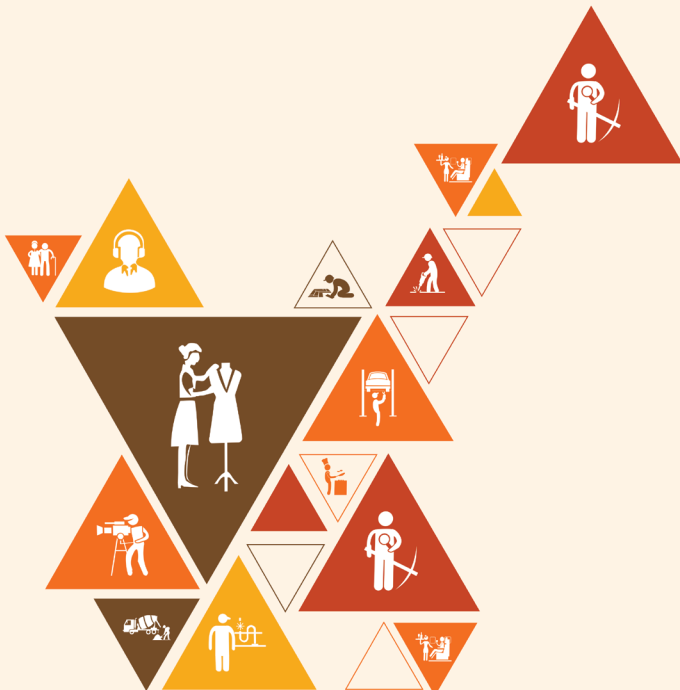
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# 13. Infection Control Measures- Policies and Procedures

Unit 13.1 – Prevent and Control Infection



HSS/N9610

## Key Learning Outcomes

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

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

## UNIT 13.1: Prevent and Control Infection

### Unit Objectives

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

1. Control Infection 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
- Sanitizer
- PPE

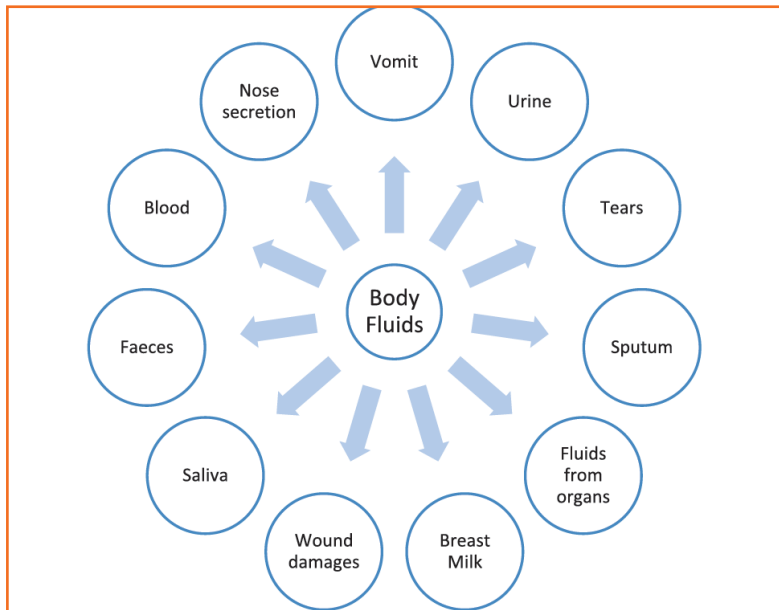
### Do

- Greet and welcome the participants to the next session of the program.
- Tell them they are going to learn about the practices to prevent and control infection.

### Say

- Define infection control process and explain the need for infection control.
- Explain the cycle of infection-how infections spread by following ways:
  - » Leaving the host's body to another host.
  - » By an infected person to another.
- Talk about the infection control measures.
  - » Handling of hazardous waste.
  - » Handle sharp medical tools and equipment properly
  - » Keep yourself and your patients in a healthy condition
  - » Washing hands properly

- Describe the standard precautions need to be followed while handling items which may have blood or fluids that cloud potential to transport infection.

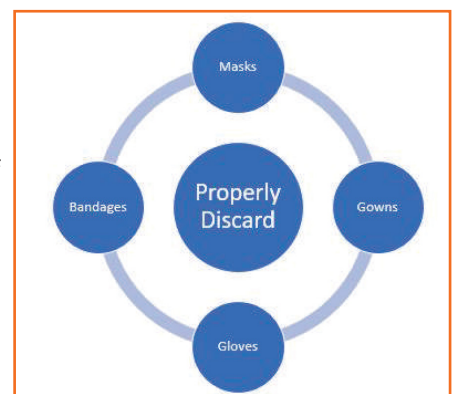


Types of Body fluids

- Tell the participants about the standard precautions that need to be followed for:
  - » Hand washing precautions
  - » Mask, Eye protection and Face shield precautions
  - » Patient care equipment and supplies practice precautions
  - » Environmental control practice precautions
  - » Linen, Patients bed and chair practice
- Explain the transmission precautions and the types of precautions
  - » Airborne
  - » Droplet
  - » Contact

## Ask

- Ask the students about special waste handling to stop the spread of infections.





- Ask participants to explain how to handle the sharp equipment safely and keeping self, patients and residents healthy.



## Tips

- Microorganisms are spread through:
  - » Contact transmission
  - » Droplet transmission
  - » Airborne transmission
  - » Vehicle transmission
  - » Vector-borne transmission
- Ways to control infection includes:
  - » Hand hygiene
  - » PPE
  - » Chemical disinfection and Sterilization

## Group Activity

- You could make 2 groups of the participants
- Ask one group to illustrate the practices to control infections effectively and other group to explain the policies and procedure to control it.

## Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit
- Take control infection posters or charts with you before starting session.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.



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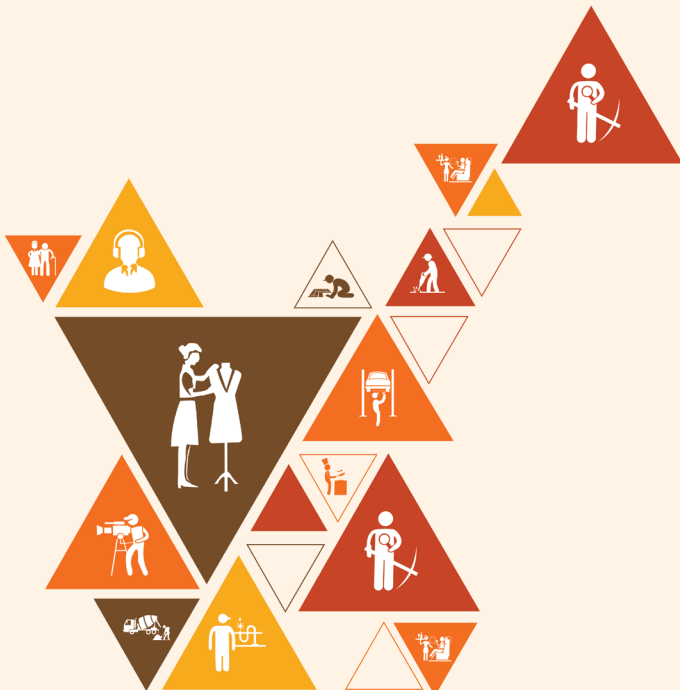
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# 14. Emergency Medical Response

Unit 14.1 - Emergency Medical Response



HSS/N9606

## Key Learning Outcomes

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

1. Describe the chain of survival
2. Demonstrate Cardio Pulmonary Resuscitation
3. Chain of survival
4. Rescue of a child

## UNIT 14.1: Emergency Medical Response

### Unit Objectives

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

1. Describe the chain of survival
2. Demonstrate Cardio Pulmonary Resuscitation
3. Chain of survival
4. Rescue of a child

### Resources to be Used

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

### Do

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

### Say

- Define basic life support and explain the full form of DRSABCD with each of its components in detail:
  - » Danger
  - » Response
  - » Send for Help
  - » Airway
  - » Breathing
  - » CPR
  - » Defibrillator
- Describe the techniques to clear up blockage from an airway and the ways to perform cardiopulmonary resuscitation's on a patient:

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

### Ask

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

### Tips

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

## Group Activity

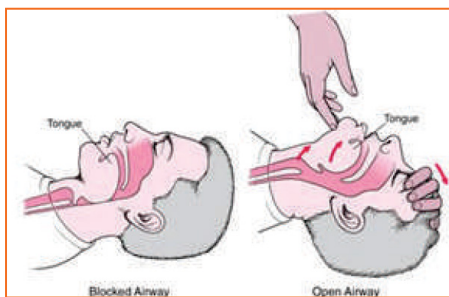
- You could make 2 groups of the participants
- Ask one group to practice on CPR and other group to practice for a child' rescue.

## Notes for Facilitation

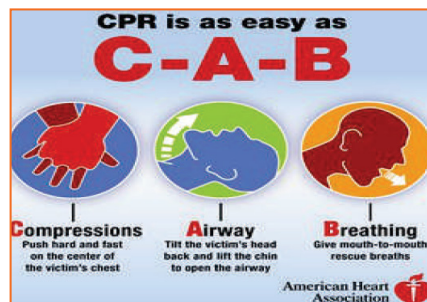
- Ask any volunteer student to demonstrate CPR for other students
- Tell participants to complete the questions at the end of the subunit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## Demonstrate

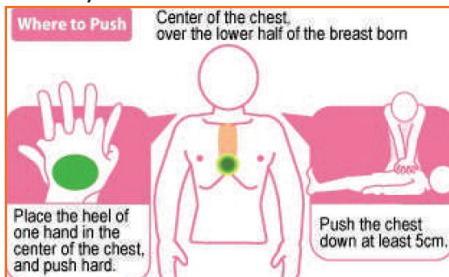
- Basic of Life Support



Airway



CAB



Compressions



Pocket mask



Mouth to mouth

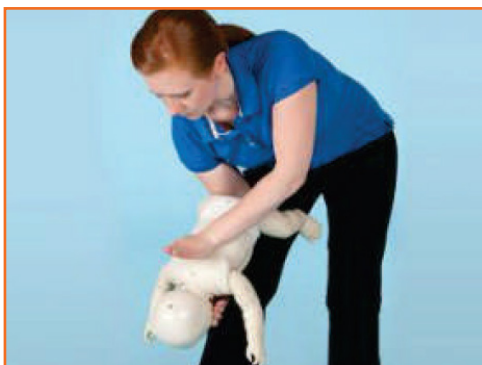
- Rescue of Child
  - » Checking an injured or ill child/ infant:



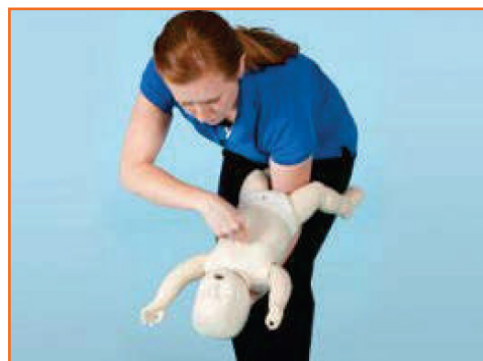
Check for responsiveness



Check for Breathing



Back Blow



Chest Blow

- Choking Treatment



Back blow



Thrust



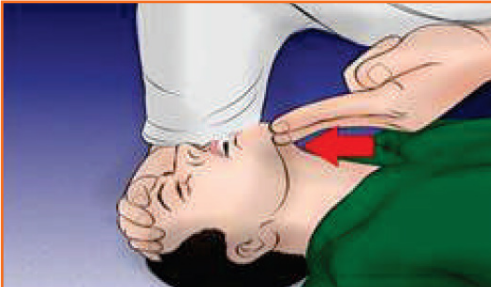
High performance thrust



Obstruction comes out



- Performing CPR for an adult







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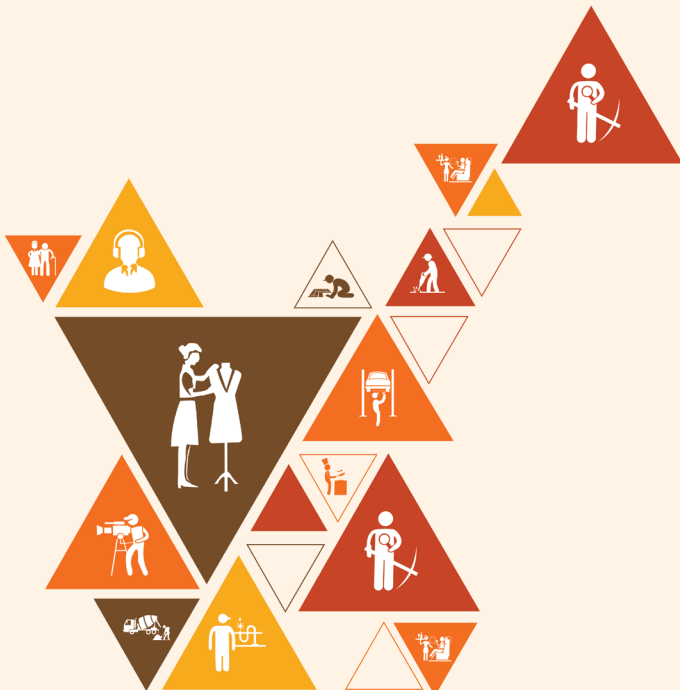
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Transforming the skill landscape



# 15. Bio-Medical Waste Management

Unit 15.1 - Bio-Medical Waste Management



HSS/N9609

## Key Learning Outcomes

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

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

## UNIT 15.1: Bio-Medical Waste Management

### Unit Objectives

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

1. Segregation of Biomedical waste at source.
2. Specify the type of containers for disposal of bio medical waste
3. Label for transport of Bio Medical Waste containers/bags

### Resources to be Used

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

### Do

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

### Say

- Define the term bio medical waste management and the types of wastes generated in a hospital with its respective category and the ways they should be treated and disposed.
- Explain the Color Coding process and the types of Container Schedule II.
- Talk about the step by step procedure of segregating bio medical waste.
  - » **Step 1:** Collection and Proper labeling of bins
  - » **Step 2:** Storage
  - » **Step 3:** Transportation
  - » **Step 4:** Personnel safety and its devices

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

## Field Activity

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

## Tips




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

» Treatment





- It is generated from biological and medical sources and activities, such as the diagnosis, prevention, or treatment of diseases.
- The goals of biomedical waste treatment are to reduce or eliminate the waste's hazards, and usually to make the waste unrecognizable.
- Biomedical waste is often incinerated. An efficient incinerator will destroy pathogens and sharps.
- Only biohazardous waste should be placed inside red bags for disposal.
- Different labels for Bio-medical waste containers and bags (Yellow, Red, Blue/White, and Black) shall be required for identification and safe handling of biomedical waste.

**Demonstrate** 

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

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

Biohazard Symbols

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

Cytotoxic Hazard Symbols

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



Gloves



Safety Suit



Face Mask



Boots



Brooms



Mops



Vaccum Cleaner



Dustpans

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



Trolleys



Wheelbarrows



## Notes for Facilitation

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





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Transforming the skill landscape



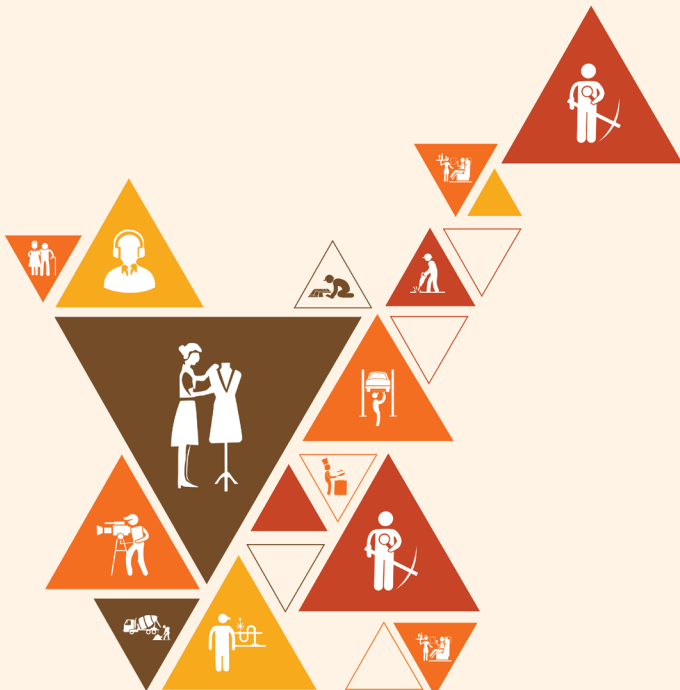
# 16. Soft Skills And Communication Skills

Unit 16.1 - Introduction to the Soft Skills

Unit 16.2 - Effective Communication

Unit 16.3 - Grooming and Hygiene

Unit 16.4 - Interpersonal Skill Development



## Key Learning Outcomes

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

1. Familiarise with the art of Effective Communication.
2. Able to handle effective Communication with co-workers and their Family.
3. Able to handle effective Communication with Peers/ colleagues using medical terminology in communication.
4. Maintain health and hygiene
5. Develop interpersonal skills
6. Develop effective social interaction
7. Manage time effectively
8. Prepare for interviews

## UNIT 16.1: Introduction to the Soft Skills

### Unit Objectives

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

1. Describe the basic meaning of Soft Skills, their components and their benefits.
2. Familiarise with work readiness and its significance.

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster
- PC with LCD Projector or Flip Chart
- Participant Manual

### Say

- Employees are a crucial part of an organization, understanding them personally can be helpful in various aspects. There is much more to their identity than merely their skills. This brings into light, the concept of 'soft skills'.
- Soft skills are personal attributes that describes an individual's ability to interact with others. It includes the cluster of personality traits, social graces, communication language, personal habits, friendliness and optimism that characterize relationship with other people.
- Soft skills have more to do with who we are than what we know.
- Soft Skills complement hard skills which are occupational requirements of a job and many other activities.
- According to a survey, the long term success in job is 75 % due to soft skills and 25 % due to technical knowhow.

### Activity

- Ask the students to form a circle.
- Starting from a one person, ask each of them to tell something about themselves. This should necessarily include their strengths and weaknesses.
- This will give them a better chance of knowing each other.

## Explain

- Discuss what helps in keeping you happy in your school- academic knowledge or company of friends.

## Say

Soft skills essentially relate to the personality of a person. There are certain components that relate a person to the rest of the group and on which communication depends largely. This largely ensures how a person gets along with other people:

- **Adaptability:** It is about how quickly and efficiently a person is able to blend in and get productive in an altered environment.
- **Emotional Strength:** An emotionally strong person succeeds in directing his moods and emotions such as anger frustration and excitement.
- **Leadership Quality:** How one manages conflict in personal and professional situation and convinces people reflects upon his leadership quality.
- **Team Playing Ability:** It is the ability to manage different types of people and make them work harmoniously with each other.
- **Decision Making:** This reflects upon how one manages his time and other resources in efficient and productive manner.
- **Interpersonal Communication:** This is an individual's ability to effective communication with other and in the process creating a positive image of him.
- **Negotiation Skills:** This is how one negotiates with others and reduces the level of stress in work, professional and personal environment.

## Activity

- Ask students to sit in a circle.
- Blindfold a student and give him a packet of biscuit.
- Ask the other students to come one by one and ask for the packet and make attempt to convince him as to why he should be given the packet.
- The blindfolded person has the authority to refuse to give to the people who fail to convince him and give it only to the person who succeeds in convincing him.
- At the end of the game we would be able to have an insight as to which person possesses the best communication skills, negotiation skills, etc.

## Explain

- On the basis of the activity, discuss what corrective steps could the other people take to improve their communication/negotiation skills.

## Say

A person who interacts well with others gets added advantages other than personal satisfaction. Also, personal traits like decision making, leadership ability are not only related to the concerned person himself but they affect others to whom the person interacts. Some of these benefits include :

- Increased credibility with customers
- Increased customer satisfaction
- More productive employees
- Recognition from the industry, employer and peers.

In short, they aid in the personal growth of a person.

## Activity

- Ask the students to sit separately.
- Ask them to write whether they buy grocery products from one shop daily or prefer to go to any shop selling such products.
- If they go to one shop, ask them to give reason for their loyalty. Is it the good behavior of the shopkeeper that keeps them loyal?
- Also, ask the people who do not have any such preference, reasons for this behaviour.

## Say

How do employees differ from each other? What makes an inexperienced person more successful than a previously working person? On being asked, the answer to this question could be right attitude. Merely performing a task is not the requirement. A person should do it with the right kind of attitude to get the best results. This can include:

- An enthusiastic attitude to the employer.
- A clear interest in the work being done.
- The ability to communicate appropriately in an adult working environment.
- The capacity to acknowledge customers and provide the assistance recommended by the employer.
- A commitment to maintaining their reliability and punctuality for the whole of the period spent in the workplace.



## Activity

- Ask the students to form a group.
- Ask them about their interest- painting, dancing, etc. people might come up with different interests.
- Based on it, ask the entire group to do an activity say painting.
- Observation can show that people who like doing a particular task say painting are likely to show more zeal than others who do not have much interest in it.
- Also, such people are more likely to have an active participation throughout the activity and enjoy it rather than taking it as a burden.

## Explain

- Based on the results, discuss why some student's/ groups were able to get better results. This could be due to difference of interests, enthusiasm, confidence, etc.



## UNIT 16.2: Effective Communication

### Unit Objectives

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

1. Do public speaking.
2. Describe his /her likes and dislikes for five minutes in the classroom.
3. Basic etiquette during a conversation with another person, overcome shyness etc.

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster
- PC with LCD Projector or Flip Chart
- Participant Manual

### Say

- Communication is a tool that connects us with other human beings. An effective communication not only helps in developing a sense of belonging but also facilitates better working, improves relationships, reduces stress.

### Say

- Communication is the process of exchange of words, ideas, feelings. It is the meaningful exchange of information between two or more participants.
- Communication requires a sender, a message, a medium and a recipient.
- Communication process is complete only when a receiver understands the sender message.

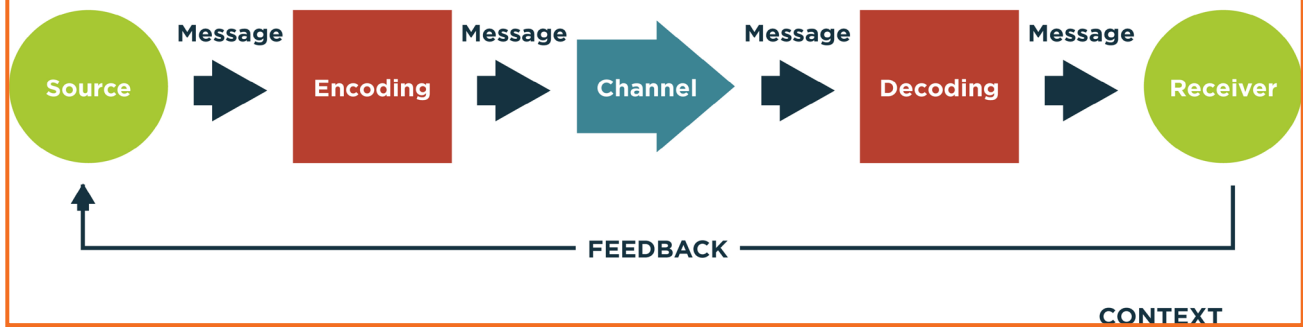
#### Elements Of Communication

Communication seems effortless but it essentially involves different stages in which information gets passed from the person who wants to share something with someone. These elements are as follows:

- **Message:** The speaker/communicator might want to share thoughts, feelings, information, etc.
- **Encoding:** For conveying a message, it has to be communicated using signs, symbols, words, etc.
- **Decoding:** He/ she tries to understand the meaning of the message as expected by the speaker.

Understanding whether a message has been effectively conveyed and understood by the receiver can be done with the help of a feedback. It is a feedback that brings out the success or failure of a communication process.

### The Communication Process



### Activity

- Call 2 students.
- Ask them to have a casual conversation.
- With respect to their conversation, explain who is the speaker, what is the message.
- Also explain encoding, decoding and feedback with respect to the conversation.

### Explain

- Discuss the importance of tone of voice, gestures, etc. in a communication process.

### Say

Communication is not merely restricted to exchange of ideas and information verbally. In fact, it extends far beyond that. Even a newspaper is a mode of communication. It can be categorized into three basic types:

- Verbal Communication: It involves communication of ideas verbally.
- Written Communication: They include letters, books, newspapers are printed messages.
- Non Verbal Communication: Their gestures too communicate a lot and aid them in conveying the meaning of the message or intensity.

## Activity

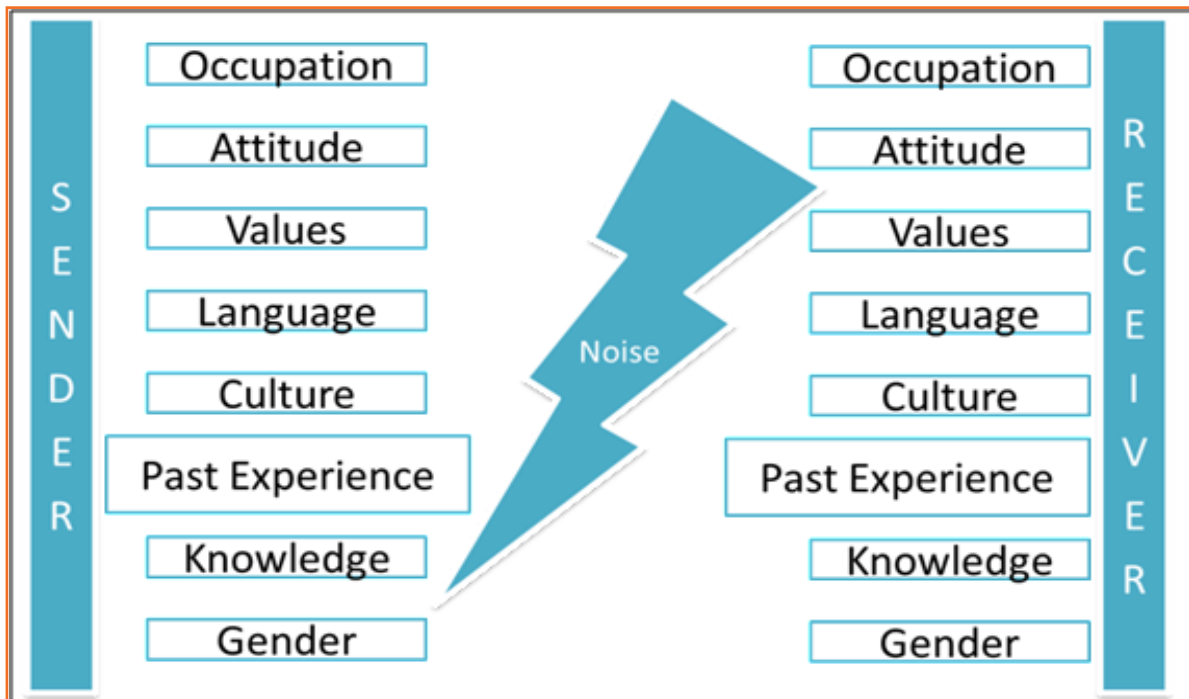
- Ask 2 students to explain the process of communication.
- Pay attention to the way they explain.
- Categorize the various types of communication used by them.

## Explain

- Discuss the situations in which each of them is used.

## Say

- Communication may not always be carried on without hurdles. There might be many hurdles that might prevent from reaching the message to the receiver effectively.
- The most common barrier known in communication is 'noise'. It not only creates a sense of irritation but may affect the intensity of effect of the message.
- Apart from this, there are certain other barriers that affect communication/exchange of ideas between the sender and receiver. They are as shown in the figure:



- Some of the barriers can be overcome- using simple language, active listening can be of great help.

## Activity

- Organize students into groups of 2.
- Give one of the students, an article about a totally unknown topic.
- Give him 10mins. Time to read it.
- Let him explain to the class by the end of the time, what is the topic all about and crucial details in it.
- Ask the students what they have understood.
- Discuss about problems in understanding (if any) faced by the rest of students.

## Explain

- On the basis of the activity above, discuss the barriers in communication.
- Also, discuss how these barriers can be taken care of.

## Say

By now, we know that communication is a two-way process. It is not merely about the way a speaker communicates an information but equally about how the receiver receives it. In verbal communication, most of the problems can be taken care of if the listener is listening actively.

- An active listening involves all the attention on the receiver/listener's part to what the speaker is saying.
- It can not only help to deal with certain communication barriers but also help to avoid uneasy situations between the two and reduce chances of misunderstanding.

## Activity

- Call 3 students.
- Give a student a written piece. Ask him to read it out loudly to the other 2 students.
- Provide one student with earphones to listen to music while listening to the information.
- Let the other person listen to it without any distraction.
- At the end of the reading, ask both the student to tell what has been read out.
- As a matter of fact we would find out that the person who has put all his attention in listening would yield better results in comparison to the other one.

## Say

Most of the people are not good listeners. Not listening carefully can land a person into various unfavourable situations. However, this habit can be improved. Some tips are as follows:

- Concentrate what the person is talking about and not on noise or other external distractions.
- Understand his emotions and you get it all right. Is the speaker angry, happy or plainly inquisitive?
- When the speaker is saying or telling something, don't break the chain of his thoughts.
- Don't avoid completing sentences of the speaker. Let them speak and speak only after they finish.

## Activity

- Ask the students to sit forming a circle.
- A student to start saying counting, the next one should follow saying the consecutive number.
- At the gap of multiples of 5, the respective student is expected to clap instead of saying the number.
- The student who fails to do this, would be disqualified for the game. The others would proceed.
- At the end the one who wins the game would be considered the best listener.

## Explain

- Discuss with the students the importance of being an active speaker in a debate where counter-questioning is allowed.

## UNIT 16.3: Grooming and Hygiene

### Unit Objectives

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

1. Maintain cleanliness and hygiene.
2. Keep their dress clean and tidy.
3. Maintain positive body language while speaking.
4. Enable to perform more of the do's than the don'ts.
5. Leant about good eating habit and their impact on health.
6. Avoiding bad things such as gutkha and alcohol.
7. Learn about AIDS and its prevention.

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster
- PC with LCD Projector or Flip Chart
- Participant Manual

### Say

- The first impression that a person has on others is generally based on the way he/she looks. This doesn't include the physical beauty of a person but the way he carries himself.
- Personal grooming not only makes us presentable to other people but good personal hygiene is essential for good health. Taking care of one's personal cleanliness - bathing, dressing according to the work environment, etc. form crucial part in creating impression about a person.
- Every employee in an organization represents it in a certain way.
- The personal appearance of each employee should be in accordance with the work environment.
- Uniform/personal clothes should be neat and clean, ironed and well-buttoned.
- Shoes should be well polished.
- Emphasis should also be laid on having a decent hairstyle and neat nails.

**Say** 

- Communication is the process of exchange of words, ideas, feelings. It is the meaningful exchange of information between two or more participants.
- Communication requires a sender, a message, a medium and a recipient.
- Communication process is complete only when a receiver understands the sender message.

**Activity** 

- Show the students a chart having 2 girls- one dressed in a shabby way and another dressed decently.
- Ask the students which one they would prefer to be associated with in real life.
- Ask them to give reasons.

**Explain** 

- Discuss the importance of bathing daily, wearing neat clothes, etc. as they have learn from society.
- Also discuss whether one's appearance (in terms of clothes, cleanliness)affects the way people behave with them.

**Say** 

There are certain norms as to how one should dress in a work arena. A decent appearance should be maintained. This includes:

- Neat and ironed uniform
- A decent hairstyle should be adopted. Women with long hair should tie them.
- Nails should be neat, clean and well-trimmed.
- Flashy and noisy jewellery should be avoided.

**Activity** 

- Ask the students to write about why one's uniform should be neat, clean and ironed.

**Explain** 

- Ask the students to discuss the importance of uniform in school.
- Also ask them to discuss about incidents when they formed an opinion about others based on their dress.

## Say

- The body posture of a person tells a lot about his personality. Also, the posture and gestures of a person convey about what is his attitude towards his work, display his seriousness, etc. Maintaining the right body posture generally involves the following do's and don'ts:
  - » Maintain straight & upright posture on the shop floor.
  - » Slouching on the floor, hands in pockets, hands on the hips are not courteous to the customer & hence should be avoided
- Apart from a good body posture, a person should
  - » Be on time
  - » Be courteous and attentive
  - » Be positive

## Explain

- Why are students advised to keep their hands at the back while talking to a teacher or while walking in a line?

## Say

- Body language plays a great role in conveying about a person. A positive body language is very important for conveying information positively. Certain do's and don't's in this regard are as follows:
  - » Avoid your pockets. Keep your hands out of your pocket. Hand in pocket shows we are uncomfortable and unsure of ourselves. Keeping our hand in open indicates confidence and show that people has nothing to hide.
  - » Don't Fidget. Fidgeting is a clear sign of nervousness. An individual who can't keep still is an individual who is worried, tense and not confident. Keep your gesture calm and under control.
  - » Keep your eyes forward. This indicates that you are interested in communication with other.
  - » Stand up straight with your shoulders back. It communicates confidence.
  - » Take wide steps. It makes you seem purposeful and suggest a personal tranquillity and denotes confidence.
  - » Firm handshake. Grip other persons hand firmly and confidently instead of getting a palm full of dead fish. Firmness adds warmth and enthusiasm to the handshake. But make sure that you don't crush the other person's hand and don't hold on too long.
  - » Don't cross your arms when meeting other persons. Crossing your arms is a protective posture. Relax and keep your arms uncrossed.
  - » Use contact to show appreciation.



## Activity

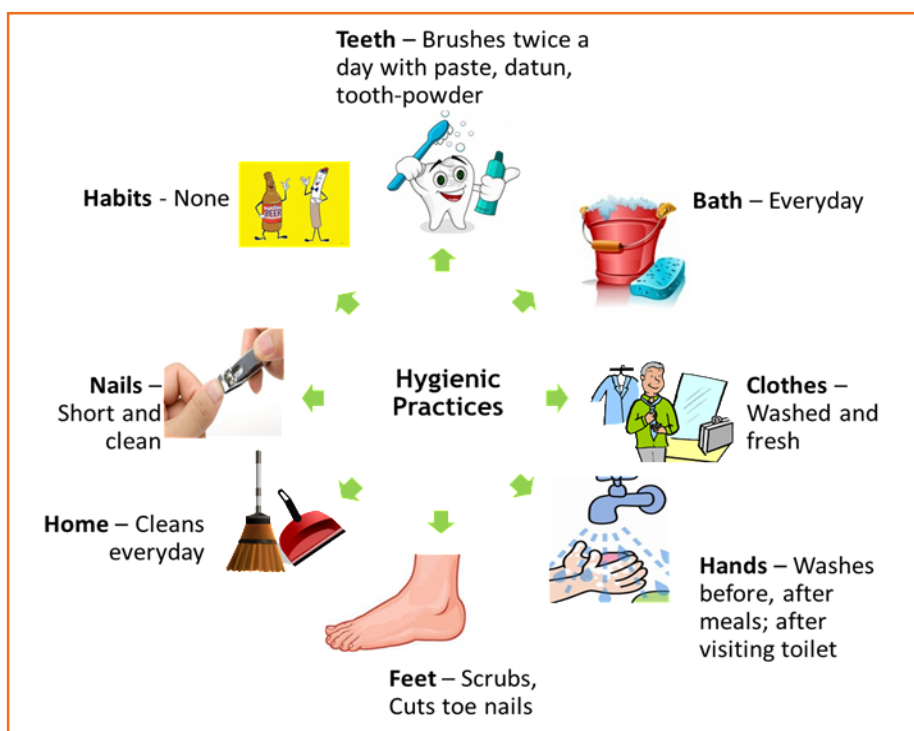
- Call 5-7 students. Ask them to enact different gestures like- one is told to stand up straight, other is told to enact the movements of shaky hands.
- Ask the rest of the class to judge the body language and the possible implications it could have on the viewer.

## Explain

- Why is so much attention laid at school level on making children stand straight?

## Say

- Personal Hygiene is the set of practices to follow to keep oneself healthy. Personal hygiene is directly related to the health of employees.
- The following figure lists various activities that aid in keeping a person healthy.



## Explain

- Why is maintaining personal hygiene considered important?
- If an employee doesn't maintain personal hygiene, can it have any effect on the people around him or the impression he makes on them?

## Say

Physical fitness is very important for doing work effectively and efficiently. It can be maintained by different exercises like cycling, weight-lifting, jogging.

- It maintains optimal body weight.
- It reduces risk of diseases.
- It boosts confidence and self-esteem.
- It reduces stress, anxiety and depression

If employees are free from such danger of diseases due to various factors like sitting for long hours, etc. They can stay fit and this will eventually help in increasing productivity.

### Healthy Eating

Unhealthy eating habits can considerably affect the level of energy, concentration, etc.

For staying healthy, one should:

- Always try to eat home-made food
- Avoid oily food
- Always cook and eat fresh food
- Avoid junk food like burgers, carbonated drinks etc.
- Eat fruits regularly
- Drink lot of water

### Alcoholism

Alcohol has the potential to damage almost every organ in the body including brain. Reduced work focus and drop in performance

- Degradation in social and economic status
- Withdrawal symptoms like anxiety, trembling, fatigue, headache and depression etc.

### Tobacco

- Tobacco is the second largest cause of death in the world. It claims one death in every six seconds.
- Oral and spit tobacco increase the risk of oral cancer. It also causes mouth and throat cancer.



- It is the biggest reason for oral cancer which effects mouth, tongue, cheek, gums and lips
- Chewing tobacco lessens a person's sense of taste and ability to smell
- Smokers face a greater risk of suffering from lung cancer

#### **Gutkha**

- Excessive use of gutkha can lead to loss of appetite; promote unusual sleeping pattern and loss of concentration along with other tobacco related problems. A gutkha user can be easily identified by prominently stained teeth ranging from dirty yellowish orange to reddish black. The stains are difficult to remove by normal brushing usually need the attention of dentist. According to a global adult tobacco survey 53.5% of Indians use tobacco products.
- Each sachet contains 4000 chemicals, including 50 that cause cancer, Betel nut, Tobacco, Flavouring.
- Loss of sensation in tongue
- Disfigured mouth
- Increased sensitivity to heat, spices, cold and spices
- Inability to open the mouth
- Swelling, lumps, rough spots on gums or in other places inside the mouth
- Unexplained bleeding in mouth
- Difficulty in swallowing and finally Mouth Cancer

### **Activity**

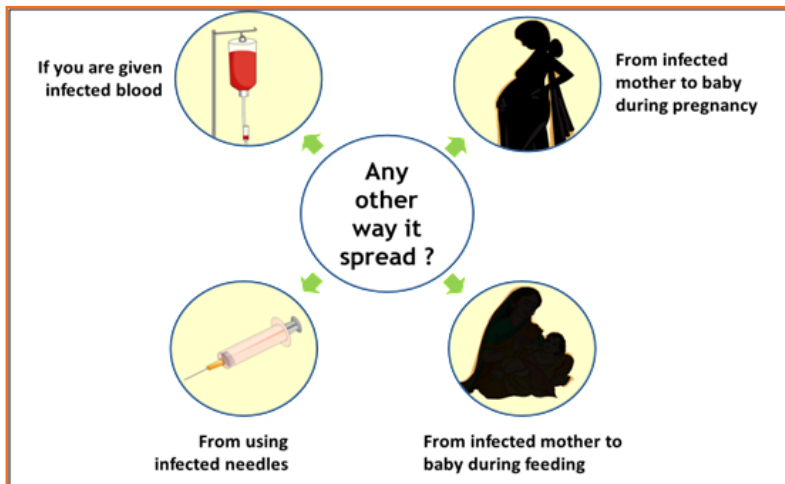
- Ask the students to make posters like- SAY NO TO SMOKING, etc. and ask them to wave them around the school.
- Also ask them to speak about the harmful effects of these bad habits on health.

### **Explain**

- How can smoking effect the productivity of a worker?
- The intake of alcohol, cigarettes is increasing in India. What steps can be taken to handle minimize their use?

## Say

- AIDS stands for Acquired Immunodeficiency Syndrome. It is caused by HIV-human immunodeficiency virus.
- There is a general notion that it is caused merely by unprotected sexual relationships. However, it is not true. There are other ways of its transmission as well:



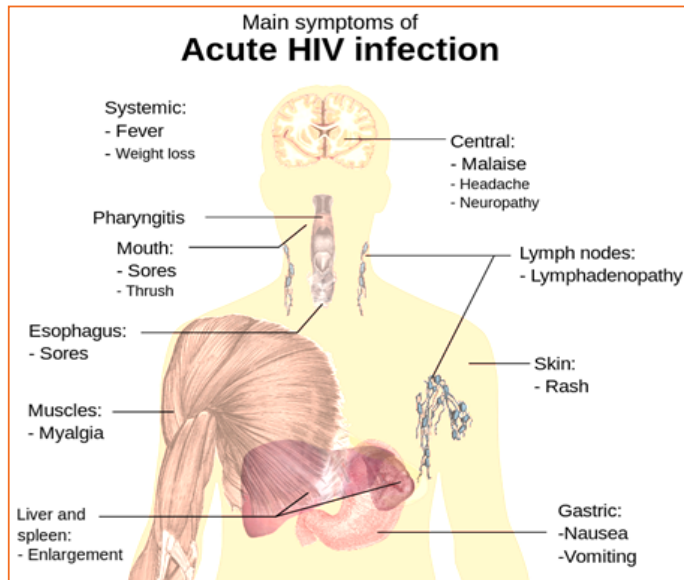
- » Contaminated blood transfusion
- » Hypodermic Needles
- » From infected mother to child
- As per studies in India HIV/AIDS is largely due to unsafe sex worker interactions. About 86 % HIV incidents in the country is from unprotected sex.
- A survey has shown gender based difference. Out of the total population of 0.29% females are suffering from AIDS while in males it accounts to 0.43 %.
- AIDS is not a disease like cancer or malaria, but is a condition that weakens a person's ability to fight diseases (immune system).
- There are no medicines or vaccines for AIDS so far. The treatment and medicines which are available in the market are expensive and have side effects.
- Organizations like national aids control organization (NACO) aims to make people aware about the causes and symptoms of AIDS and emphasize the importance of having protected sex.

### Say No To AIDS

- Even one visit to a sex worker may result in HIV infection. So it is advisable to avoid multiple sex-partners and always use protection (condoms/nirodh) during intercourse.
- Use of Condom as a protection against it.
- AIDS has no cure but can be prevented, therefore be cautious of it- not afraid of it.

- Take blood only after checking proper medical certificates.

It is generally seen that people suffering from AIDS have to undergo not only physical pain but social alienation as well. It is important to know certain facts about the disease:



#### **AIDS does NOT spread through**

- Hugging
- Touching hands
- Mosquito bite
- Saliva or cough
- Taking care
- Sharing clothes
- Eating together or sharing utensils



Thus, AIDS does not spread so easily. HIV positive people should not be socially discriminated.

## Activity

- To judge the understanding of the students, randomly pick up any of them and ask about topics like symptoms of AIDS.

## Explain

- Discuss with the students if they have known anybody suffering from aids and noticed any social discrimination experienced by that person.
- Discuss the importance of spreading awareness about AIDS.

## UNIT 16.4: Interpersonal Skill Development

### Unit Objectives

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

1. Develop a positive attitude and behaviour.
2. Understanding Goal Setting.
3. Motivated for team participation at work.
4. Learn how to manage relations.
5. Learn about Stress and anger management skills.
6. Learn to develop leadership qualities.

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster
- PC with LCD Projector or Flip Chart
- Participant Manual

### Say

- Interpersonal skill development is the blend of different traits of day to day life that play an important role in creating our impression in other's mind. It starts from inside. The role of interpersonal skill development is to help us understand how to make choices about our attitudes and actions.
- One can learn to control over many aspects of our job and their environment by making appropriate choices and responses. These include various traits like:
  - » Positive Attitude
  - » Motivation
  - » Goal Setting
  - » Team Work
  - » Managing Relations
  - » Etiquette
  - » Stress and Anger Management
  - » Conflict Resolution

## Activity

- Ask the students to organize themselves in groups of 10-12.
- Give them a time of around 30mins. And ask them to organize a 3mins. Play
- Ask them to solve all aspects related to the organization of of the play themselves.
- After the end of the time duration, ask the teams to perform one by one.
- Assess their performance.

## Explain

- On the basis of the above activity, ask the students about the challenges faced by them in the process of preparation.
- Try to point out what could be the possible reason behind the hurdle faced.

## Say

- The attitude of a person includes various aspects like- our approach, our outlook towards situations and others, the emotions we express towards others.
- A positive attitude has the ability to deal with even the most difficult situations.
- A positive attitude manifests in:
  - » Positive thinking
  - » Constructive things
  - » Creative thinking
  - » Optimism
  - » The motivation and energy to do things to accomplish goals
  - » An attitude of happiness
- Positivity not only affects a person to get the desired results in workplace but attracts people to his positive energy.

## Activity

- Make 5-7 slips stating a difficult situation, for instance- there is an annual event in the school. Due to some reason the tent house people could not manage to come there and carry out the tent and other decoration work. The event is just 1hr away. How would you manage the situation?
- After everybody has received a chit, give the students a time of 2-4mins. to think over the situation and write a possible solution.



- Collect the slips of the people who have got same situations. Compare them in terms of practical application, positivity, etc.
- Suggest other possible solutions.
- Applaud the students whose answers show the correct attitude and will to deal with the situation using their creativity.

## Explain

- An embroider who doesn't know how to carry out phulkari embroidery has been assigned the task of carrying it out due to labour shortage. Can he succeed in his work?

## Explain

- Explain the following story to the students to explain them better about positive attitude.

*Raju works as a Supervisor in a factory. He is not happy with his job. One day he spoke about his dejection to his elderly friend, Prashant, who runs a small canteen for the factory workers.*

*"Prashant I am not satisfied with my job. There are so many problems in the factory. If I solve one, another one crops up. The problems seem to be never ending. I am quite fed up and wish to quit."*

*Prashant said nothing. He quietly put three pots with water on the stove. He put some carrots into one pot, some eggs into another and coffee beans into the third pot. The water in the pots began to boil.*

*Raju wondered what was going on! "Oh, here I am with my tale of woes, and this illiterate cook goes about his business!"*

*After some time, Prashant switched off the stove and put the carrots, eggs and the beans in different bowls. He then said, "My friend, what do you see here?" "Carrots, eggs and coffee", said Raju irritably. "Of course! Now come and feel them one by one", said Prashant. "Oh God! What do you want to prove?" asked Raju controlling his anger. "The carrots have turned soft. The egg is hard boiled beneath its shell and the coffee is stronger in aroma". "Exactly" said Prashant "Each of them faced the same degree of heat, but each reacted differently. The carrots that were so hard before became soft and weak. The egg was fragile with its thin outer shell, but after boiling it became hardened and the inner liquid portion became hard boiled. But the coffee beans are unique. After boiling in water, they became stronger and richer. So my friend, tell me, are you the carrot, the egg or the coffee bean? How do you respond to difficult situations? Are you like the carrot that is hard to look at but with the slightest difficulty becomes weak and soft? Are you the egg born with a soft heart but became tough and stiff after a difficult or a bitter experience? Or are you like the coffee bean that gets stronger and tougher and reaches its peak in extreme adversity or difficulty?"*

*When things get worse, you get better.*

*"Thank you Prashant. You've opened my eyes. I shall strive and do my best."*

## Say

- Give examples of various successful people like Rajnikanth, Dhirubai Ambani who had a humble background but succeeded in achieving their goals.

## Say

Goals provide a person a way of fulfilling his aspirations about ideal future. For achieving an overall career goal, it is important for a person to set up small terms goal. This not only helps in timely completion of work in the company where the employee is working but also aids in personal growth of the individual.

### Goals should be SMART in nature.

- S : Specific
- M: Measurable
- A: Attainment
- R: Relevant
- T: Time bound

Having goals is not just important in terms of an organization but it aids an individual more than an organization. For an individual, goals render a helping hand for future because:

- Goals narrow attention and direct efforts to goal related activities.
- Goals lead to more effort.
- One works through setbacks if he is pursuing a goal.
- It develops and changes individual's behaviour.

### Categorization of Goals

A goal might not merely involve a professional aspiration. It can be for anything that a person wants to achieve in life. This may or may not be related to the professional arena.

- Career goals
- Financial goals
- Education goals
- Family goals
- Health goals
- Public Service

## Activity

- Ask the students to write about different types of goals in their life.

## Explain

- Discuss about the importance of setting goals in life.
- Discuss the importance of setting up short-term goals.

## Say

- People working in an organization belong to different backgrounds, social setting, etc. They might be different in terms of their aspirations. However, within an organization, they have to join hands and work as one to achieve the organizational goals. In doing so, their personal goals take a back step.
- Unity becomes the guiding way to achieve them.
- A dynamic gets created between team members due to their dependence on each other for success.

Following aspects help in keeping the team spirit:

- Cooperation
- Trust worthiness
- Dependability
- Tolerance

For teamwork, the following things need to be kept in mind:

- A single person cannot achieve a big task single handedly.
- Big and difficult tasks can be accomplished only through collective effort, through teams.
- In a team, the team members stand by each other during good and bad times alike.
- Work together towards a common goal.
- Divide the task and share the burden.
- Help and accept help from others.

## Activity

- Ask the students to divide themselves in groups of 7-8.
- Give each group the task of solving a series of riddles to reach the final destination that has different objects for different groups like needle for one, cloth for other and so on.
- While solving a riddle, the group members should not be standing with the other who is solving the riddle.
- In fact, the person who is solving it should give the clue obtained as an answer to the riddle and then the other should do the same. This would continue till the series of riddles is solved and the final object is reached.
- This gives a chance of teamwork, trustworthiness, etc. between the team members.

## Explain

- Discuss the importance of team dynamics in a badminton doubles match.

## Say

- Explain to the students the following story in order to make them understand the importance of coordination and teamwork without which an organization would not be able to work well.

*Once there was a shoal of tiny red fish living in the sea. One among them was a little different. His name was Swimmy and he was black in colour. Swimmy was the fastest swimmer in the shoal. The fish would swim around in the sea looking for food. One day when they were busy searching for lunch, Swimmy who was far ahead of the others saw a big fish coming in their direction. The big fish was also looking for his lunch---smaller fish. Swimmy was scared! If the big fish would spot his shoal, all of them would be eaten up. Swimmy thought hard of a way out and quickly came up with a plan. He quickly swam back to his shoal and told all the fish about the big fish and also explained his plan to escape from being eaten.*

*When the big fish came closer he was shocked to see an even bigger fish swimming in his direction with its huge jaws wide open. Frightened that he would get eaten up, the big fish swam away. If he had looked carefully, he would have realised that the huge fish was actually all the tiny red fish swimming very closely together in such a way that they looked like one big fish. And little black Swimmy, being different, became the eye of the 'huge' fish!*

## Say

- Since human beings are social beings, they cannot remain alone. They meet people around them and form relations with them. Talking to other people and developing relationships with them helps us to feel comfortable in a place.
- Building relations and talking to people not only helps us to feel comfortable in a place but help in performing our job better. 70% of the workplace learning is informal, when people talk to each other at work they actually are learning to do their job better.
- Also, friendlier workers are effective communicators, more productive and trusted more by employers and co-workers.
- Tips for improving relations with people around us:
  - » Observe how you react to people such as do you reach to a conclusion before knowing all the facts.
  - » Introspect honestly about how you think and interact with other people.
  - » Look at the work environment and behave accordingly.
  - » Accept your weaknesses courageously and work on them.
  - » Take responsibility for your actions.
  - » If you hurt someone's feeling apologize directly.

## Activity

- Give the students a topic to discuss.
- Ask them to discuss about all possible aspects in the topic-negative and positive.
- Ask 2 students having opposing opinions to come forward and have a healthy debate.
- At the end of it, ask them what they have learnt from each other.

## Explain

- Ask from the students whether they have ever felt awkward on a day when their friend was absent.
- Discuss the possible implications.

## Say

Different people have different personalities. Their basic nature, the way they respond to others, etc. may not be same. In fact, this is what makes them different from others. However, in an official and public setting, a person doing simply what he wants may be uncomfortable for others around him/her. This brings into light, the importance of etiquettes.

Etiquettes are the customs or rules governing behaviour regarded as correct or acceptable in social and official life. Certain etiquettes that should be kept in mind are as follow:

- Stand straight, make eye contact and turn towards people when they are speaking and genuinely smile at people.
- Follow the dress code prescribed by the organization.
- Limit personal calls especially when you are working in a manufacturing unit.
- Eat and smoke to the designated areas only otherwise it may disturb other people.

Apart from certain etiquettes, certain ethics are also expected to be followed by the employees of an organization. Ethics are basic rules regarding how people of a particular profession/professional setting are supposed to work. Certain work ethics include:

- Discipline
- Commitment to work
- Punctuality
- Ownership and responsibility
- Striving to excel

## Activity

- Ask the students to narrate instances when they have been scolded by their school teachers/ elders for behaving inappropriately-like dragging one' feet while walking, etc.
- Look for other such instances.

## Explain

- To test what the students have understood, discuss with them various etiquettes that need to be taken care of in a school.

## Say

- In the modern era, our lives have got so busy that stress and anger have become common.
- Anger is a normal and healthy emotion. However, managing anger can be a problem for some people.
- There are many health issues related to a unresolved anger such as high blood pressure, heart attack, depression, anxiety, colds and flu and problems related with digestion.
- Signs of anger include faster heartbeat, quick breathing, tension in shoulder or clenching fists.
  - » Express your feelings instead of boiling them up.
  - » Accept the things you can't change.
  - » Learn to forgive.
  - » ANGER is only one letter away from DANGER.
  - » Anger can destroy lives, destroy relationships.

### Do's

- Post pone for a few seconds whatever you wish to say or do.
- Take a deep breath.

## Activity

- Ask the students about situations when they realized that their stress/anger disabled them from performing their best.

## Explain

- Discuss the problem of increasing levels of stress and anger among the youth.
- Also discuss the ways to manage anger and stress.

## Say

A conflict is a situation that is difficult to understand, a problem between to people having opposing opinions, etc.

**Conflicts can be managed if following things are kept in mind:**

1. STOP . . . before you lose control of your temper and make the conflict worse.
2. SAY . . . what you feel is the problem. What is causing the disagreement? What do you want?
3. LISTEN . . . to the other person's ideas and feelings.
4. THINK . . . of solutions that will satisfy both of you.

## Activity

- Call out a student randomly.
- Ask them to narrate an incident when they had a fight with their friend and it resulted in further problems in school, became a cause for mental stress.

## Explain

- Discuss the importance of resolving conflicts for a person's mental peace, maintaining order and healthy environment in workplace.

## Say

- A leader has to take care of all these responsibilities.
- The ability to lead effectively is based on a number of key skills like:
  - » **Honesty:** A leader who is honest will arise a feeling of trust amongst other employees.
  - » **Ability to delegate:** Assigning who should do what depending on their strengths.
  - » **Good communications skills:** Being able to communicate clearly is quite important.
  - » **Confidence:** Keeps morale of the team high even in the tough times.
  - » **Commitment:** If you expect your team to work hard and produce quality content then you should lead by example.
  - » **Positive Attitude:** Keeping teams motivated towards continued success of the company.
  - » **Creativity:** During the critical situations it is important to think out of the box solutions than to prefer the set course of action.
  - » **Be decisive:** He should be able to decide between different alternatives available and handle conflicts.
  - » **Focus on the big picture:** Planning long term strategies for your department helps in the accomplishment of organizational goals.
- For becoming a leader, a person needs to grab opportunities, think out-of-box, take initiative in solving problems, be innovative in approach and have good relations with others.

## Activity

- Ask students to arrange themselves in group of 7-8.
- Assign each group the task of selling products of companies(enactment)
- Ask the group members to choose a leader.
- Ask the leader to coordinate different activities of his team members to create a collective campaign for the brand.
- Give them 20mins. Time for doing this.
- See the performance of different groups.
- Seeing the performance of each group, assess whether the leader has carried out his responsibilities well.
- Suggest changes, if necessary in the practices/ attitude of the leader.

## Explain

- Discuss the role of a team leader in terms of team's performance.





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Transforming the skill landscape



# 17. Employability and Entrepreneurship Skills

Unit 17.1 – Personal Strengths & Value Systems

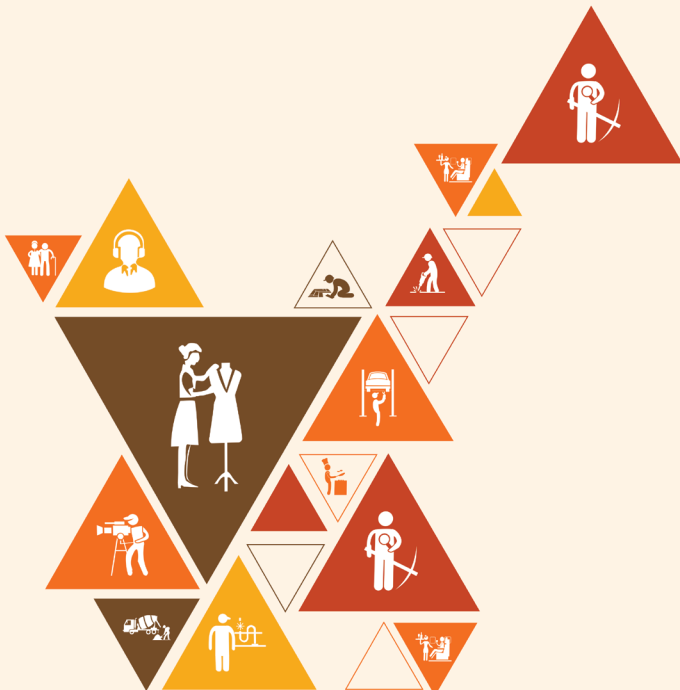
Unit 17.2 – Digital Literacy: A Recap

Unit 17.3 – Money Matters

Unit 17.4 – Preparing for Employment & Self Employment

Unit 17.5 – Understanding Entrepreneurship

Unit 17.6 – Preparing to be an Entrepreneur



## Introduction: Employability and Entrepreneurship Skills

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

### Ice breaker

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

#### Five of Anything Ice Breaker Steps:

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

### Expectation Mapping

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

### Defining Objectives

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

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

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

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

**General instructions for role playing:**

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

## UNIT 17.1 Personal Strengths & Value Systems

### Key Learning Outcomes



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

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

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

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Ask

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

### Say

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

### Ask

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

### Say

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

### Role Play

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

### Summarize

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

Say 

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

Activity 

- Health Standard Checklist from the Participant Handbook.

Ask 

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

Say 

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

Do 

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

Summarize 

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

Ask **Discuss:**

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

Say 

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

Activity 

- Health Standard Checklist: Hygiene

**Say** 

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

**Do** 

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

**Ask** 

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

**Summarize** 

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

**Ask** 

- What is a habit?

**Say** 

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

**Summarize** 

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

## UNIT 17.1.2 Safety

### Unit Objectives

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

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

### Resources to be Used

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

### Say

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

### Team Activity

#### Safety Hazards

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

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

### Ask

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



## Say

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

## Do

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

## Say

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

## Do

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

## Ask

### De-briefing

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

## Summarize

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

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

### Unit Objectives

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

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

### Resources to be Used

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

### Activity

- This is a paper pencil activity.

What are the three sentences that describe you the best?

What do you need to live happily?

What are your strengths and weaknesses?

### Do

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

### Say

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

### Team Activity

#### **Tower building**

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

**Do** 

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

**Ask** 

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

**Say** 

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

**Ask** 

- Is your attitude positive or negative?

**Say** 

- Let me tell you a story :

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

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

**Ask** 

- What did you learn from this story?

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

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

**Do** 

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

## Say



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

## Summarize



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

## UNIT 17.1.4 Honesty & Work Ethics

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Ask

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

### Say

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

### Do

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

## Team Activity

### Case Study Analysis

#### Scenario 1

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

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

#### Scenario 2

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

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

#### Scenario 3

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

#### Scenario 4

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

## Say

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

## Do



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

## Summarize



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

## UNIT 16.1.5 Creativity and Innovation

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens

### Ask

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

### Say

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

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

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

#### Water filter/purifier at source

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

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

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

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

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

#### Solar seeder

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

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



**Looms for physically challenged**

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

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

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

**Ask** 

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

**Say** 

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

**Team Activity** 

- This is a group activity.

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

**Activity De-brief**

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

**Do** 

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

## Summarize

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

## Notes for Facilitation

- Source for stories on innovations:

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

## UNIT 17.1.6 Time Management

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Ask

Does this sound like you?

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

### Example

- Let's look at these two examples:

#### Example 1:

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

#### Example 2:

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

### Ask

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

## Activity

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

## Say

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

## Ask

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

## Say

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

## Activity

### Effective Time Management

- This activity has two parts:

#### PART 1 TO-DO LIST

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

#### PART 2 URGENT-IMPORTANT GRID

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

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

**TO- DO list format**

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

**URGENT-IMPORTANT GRID**

**URGENT/ IMPORTANT**

- Meetings
- Last minute demands
- Project deadlines
- Crisis

**NOT URGENT/ IMPORTANT**

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

**1**

**2**

**3**

**4**

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

**URGENT/ NOT IMPORTANT**

- Internet surfing
- Social media
- Watching TV

**NOT URGENT/ NOT IMPORTANT**

**URGENT/ IMPORTANT GRID format**

**URGENT/ IMPORTANT**

**NOT URGENT/ IMPORTANT**

**1**

**2**

**3**

**4**

**URGENT/ NOT IMPORTANT**

**NOT URGENT/ NOT IMPORTANT**

## Do

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

## Say

### Activity De-brief:

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

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

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

## Summarize

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

## Notes for Facilitation



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

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



## UNIT 17.1.7 Anger Management

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Ask

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

### Say

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

### Do

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

### Activity

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

### Ask

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

## Say

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

## Do

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

## Activity

Trigger points and Anger Management Techniques Activity

### Anger Triggers

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

### Result of your anger:

--

Write the techniques that you use to manage your anger:

### Anger Management Techniques

## Say

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

## Do

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

## Ask

### De-brief questions:

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

## Summarize

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

## Notes for Facilitation

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

## UNIT 17.1.8 Stress Management: What is stress?

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Ask

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

### Say

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

### Ask

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

### Say

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

### Do

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

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

## Team Activity

### Case Study Analysis

#### Scenario 1

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

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

#### Scenario 2

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

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

#### Scenario 3

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

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

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

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

**Scenario 4**

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

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

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

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

**Say**

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

**Do**

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

**Say**

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

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

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

**Scenario 2**

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

**Scenario 3**

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

**Scenario 4**

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

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

**Do** 

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

**Scenario 5**

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

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

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

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

## Summarize

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

## Notes for Facilitation

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





## UNIT 17.2 Digital Literacy: A Recap

### Key Learning Outcomes



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

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

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

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook
- Computer Systems with the required applications

### Say

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

### Explain

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

### Ask

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

### Say

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

### Summarize

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

## Practical

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

## Do

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

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

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook
- Computer Systems with MS Office

### Ask

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

### Say

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

### Explain

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

### Ask

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

### Say

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

**Do** 

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

**Demonstrate** 

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

**Practical** 

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

**Summarize** 

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

## UNIT 17.1.3 E-Commerce

### Unit Objectives

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

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

### Resources to be Used

- Computer System with internet connection
- Participant Handbook

### Ask

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

### Say

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

### Ask

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

### Say

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

### Team Activity

#### E-commerce examples

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

Say 

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

Do 

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

Say 

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

Explain 

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

Say 

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

Role Play 

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



**Ask** 

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

**Say** 

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

**Do** 

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

**Ask** 

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

**Say** 

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

**Summarize** 

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



## UNIT 17.3 Money Matters

### Key Learning Outcomes

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

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

## UNIT 17.3.1 Personal Finance – Why to Save?

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Ask

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

### Example

- Let's look at these two examples:

#### Example 1:

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

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

#### Example 2:

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

### Ask

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

### Say

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

### Ask

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

## Say

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

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

## Ask

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

## Say

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

## Team Activity

### Personal Finance- Why to save

- This activity has two parts:

#### PART 1

#### WAYS TO SAVE MONEY

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

#### PART 2

#### HOW WILL YOU USE THE MONEY

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

## Do

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

### Activity De-brief

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

## Say



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

## Summarize



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

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

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

### Unit Objectives

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

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

### Resources to be Used

- Account opening sample forms
- Participant Handbook

### Ask

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

### Example

- Let's look at the given example:

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

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

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

### Ask

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

### Say

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

### Ask

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

## Say

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

## Team Activity

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

### Activity De-brief

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

## Say

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

## Ask

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

## Say

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

## Team Activity

### Opening a Bank Account

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

#### PART 1

#### FILLING A BANK ACCOUNT OPENING FORM

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

### Activity De-brief

#### How did you design the form?

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



## Do

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

## Summarize

### Note:

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

### Sample Bank Account Opening form.

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

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

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

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

**Declaration:**

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

**Place:**

**Date:**

**Signature / LTI of Applicant**

**Nomination:**

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

**Place:**

**Date:**

**Signature / LTI of Applicant**

**Witness(es)\***

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

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

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

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

### Unit Objectives

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

- Differentiate between fixed and variable costs

### Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

### Ask

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

### Say

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

### Team Activity

**Identify the type of cost**

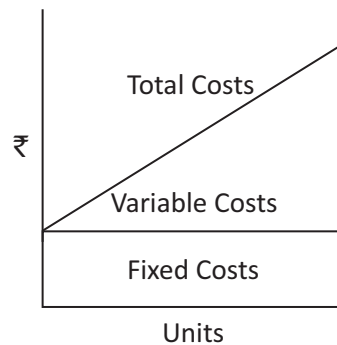
1. Rent
2. Telephone bill
3. Electricity bill
4. Machinery
5. Insurance
6. Office supplies/ Raw materials
7. Employee salaries
8. Commision percentage given to sales person for every unit sold
9. Credit card fees
10. Vendor bills

### 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. Commision percentage given to sales person for every unit sold	(Variable)
9. Credit card fees	(Variable)
10. Vendor bills	(Variable)

## UNIT 17.3.4 Investments, Insurance and Taxes

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Ask

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

### Example

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

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

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

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

### Say

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

### Ask

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

### Say

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

### Say

- We will have a quiz today.

## Team Activity

- The activity is a quiz.

## Do

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

## Summarize

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

## Notes for Facilitation

### Questions for the quiz

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

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

*It offers the dual benefit of investment and insurance*

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

*Marine Insurance*

14. After what duration is the income tax levied?

*One financial year*

15. What is long term capital gain tax?

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

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

*Securities Transaction Tax*

17. What is the source of corporate tax?

*The revenue earned by a company.*

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

*VAT or Value Added Tax*

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

*Sales Tax*

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

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



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

### Unit Objectives

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

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

### Resources to be Used

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

### Ask

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

### Say

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

### Do

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

**Say** 

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

**Do** 

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

**Summarize** 

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



## UNIT17.4 Preparing for Employment & Self Employment

### Key Learning Outcomes

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

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

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

### Unit Objectives

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

- Discuss the steps to follow to prepare for an interview

### Resources to be Used

- Participant Handbook

### Ask

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

### Say

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

### Activity 1

- Introducing Yourself

### Do

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

### Ask

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

## Say

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

## Do

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

## Activity 2

- Planning the right attire

## Do

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

## Summarize

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

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

### Unit Objectives

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

- Discuss the steps to create an effective Resume

### Resources to be Used

- Participant Handbook
- Blank papers
- Pens

### Ask

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

### Say

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

### Do

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

### Say

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

## Activity

### Case Study Analysis

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

### Candidate Details

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

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

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

### Job Posting

\* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

THE LOCATION:

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

*Salary:* Negotiable

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

*Functional Area:* Hotels, Restaurants

*Role Category:* Housekeeping

*Role:* Housekeeping Executive/Assistant.

*Desired Candidate Profile*

Friendly, pleasant personality, Service - oriented.

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



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

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

Education-

*UG:* Any Graduate/ Diploma holder

*PG:* Post Graduation Not Required

## Say

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

## Do

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

## Summarize

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

## Notes for Facilitation

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

Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01

E-mail: nxxxxxxxxla@gmail.com

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

### Professional strengths:

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

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

**Educational background:**

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

**Professional internships:**

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

**Volunteer Work:**

- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

## UNIT 17.4.3 Interview FAQs

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Say

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

### Do

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

### Role Play

Conduct a role play for the situation given.

#### Situation 1

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

Say **De-brief:**

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

Role Play 

Conduct a role play for the situation given.

**Role Play – Situation 2**

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

Say **De-brief:**

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

Role Play 

Conduct a role play for the situation given.

**Role Play – Situation 3**

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

Say **De-brief:**

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

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 4

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

## Say

### De-brief:

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

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 5

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

## Say

### De-brief:

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

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 6

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

## Say

### De-brief:

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

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 7

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

## Say

### De-brief:

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

## Explain

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

## Do

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

## Activity

### Mock Interview Questions

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

## Summarize

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

## UNIT 17.4.4 Work Readiness – Terms and Terminology

### Unit Objectives

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

- Identify basic workplace terminology

### Resources to be Used

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

### Ask

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

### Say

- Let's start this unit with an activity.

### Team Activity

#### Workplace terminology

- This is a group activity conducted in three parts.

#### Part 1

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

#### Activity De-brief

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

### Do

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



**Say** 

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

**Ask** 

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

**Say** 

- Let's now continue the activity.

**Team Activity** **Terms and Terminology**

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

**Part 2**

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

**Activity De-brief**

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

**Do** 

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

**Say** 

- Let's go ahead with the activity.

**Team Activity** **Terms and Terminology**

- The activity continues with the same group members.

**Part 3**

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

**Activity De-brief**

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

## Do



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

## Summarize



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

## UNIT 17.5 Understanding Entrepreneurship

### Key Learning Outcomes



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

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

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

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Say

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

### Team Activity

#### Quiz Questions

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

### Do

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

## Ask

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

## Say

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

## Summarize

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

## Notes for Facilitation

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

## UNIT 17.5.2 Leadership and Teamwork

### Unit Objectives

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

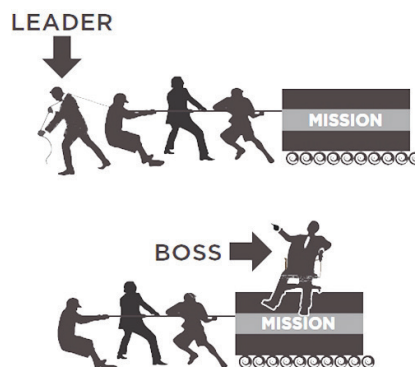
- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team

### Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

### Do

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



### Say

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

### Say

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

### Ask

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

**Say** 

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

**Ask** 

- Do you consider yourself a team player?

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

- This is a group activity.

**Do** 

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

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

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

**Say** 

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

**Summarize** 

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

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

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Activity 1

**Activity – Chinese Whisper**

Step 1: Form a circle.

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

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

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

Compare them and have a great laugh!

### Ask

**De-brief questions:**

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

### Say

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



## Say

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

## Ask

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

## Say

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

## Do

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

## Activity 2

### Riddles:

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

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

Do they have a 26th of January in England?

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

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

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

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

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

**Answers:**

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

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

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

First of all, you would light the match.

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

Every SINGLE person died, but those two were married.

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

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

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

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

**Say** 

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

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

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

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

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

**Do** 

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

## Notes for Facilitation



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

### Example:

Here's how your pitch could come together:

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

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

## Summarize



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

## UNIT 17.5.4 Problem Solving & Negotiation Skills

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Ask

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

### Say

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

### Ask

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

### Say

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

### Team Activity

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

**Do** 

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

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

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

**Ask** 

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

**Say** 

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

**Ask** 

- In order to build a successful organization, you need to hire people who possess good problem solving skills. How would you assess the level of problem solving skills of potential candidates before hiring them?

**Say** 

- Discuss how to assess for problem- solving skills as given in the Participant Handbook.

**Summarize** 

- Ask the participants the things that they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Summarize the discussion on problem solving.

**Activity** 

- The activity is to organise an election event. Select three volunteers from the group. They have to give a speech on their election manifesto to the class. They have to negotiate with the fellow participants and convince them to vote for them. The best negotiator will win the election.

**Do** 

- Ask three participants to volunteer for the activity.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

**Ask** 

- Out of the three contestants, whom would you support? Why? What did they say or do which convinced you to make your decision?
- Have you ever tried to negotiate in your personal or professional life?
- Ask the class to share some of their experiences where they have been able to strike a deal by negotiating.

**Say** 

- Discuss “What is Negotiation?” as given in the Participant Handbook.

**Ask** 

- Why is it important to negotiate? As an entrepreneur, where do you think that negotiation skills will be needed?

**Say** 

- Discuss the importance of negotiation while starting a business as given in the Participant Handbook.

**Say** 

- Discuss the important steps to negotiate as given in the Participant Handbook.

**Role Play** 

- Conduct a role play activity.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

**Do** 

- Divide them into groups of four (4) (depending on the batch size).
- Give them the hand-outs for role play scenarios.
- Two groups to be given scenarios on problem solving.
- Other two groups to be given scenarios on negotiation.
- The groups will build on the scenarios and prepare for the role play.
- Give the groups atleast 5 mins to discuss and be ready with the role play.
- Invite each group one by one to come and present their role play.

**Problem solving Scenario 1**

Avinash has a Mobile Repair Store in Allahabad. His outlet is one of the most popular one in the vicinity and he has great rapport with his customers. He is always well-dressed, jovial and full of energy.

It's around 11 AM, when a customer barges in to the shop and starts shouting at Avinash for giving her back the instrument which is still not working. The screen of her mobile is also cracked from one side. Avinash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue the company and to go to Consumer Court for cheating her.

**Problem solving Scenario 2**

You are running a successful small scale business, Shreeji Aggarbattis,. Your staff members do door to door selling and organise marketing campaigns in local markets. Your brand has established it's name in last few years.

Recently, lot of customers have been coming to you and lodging complaints that your staff members indulge in malpractices. Few of them informed you that a staff member engaged them in a friendly conversation. In the meanwhile, the other gave them lesser packets of aggarbattis than they paid for.

Another set of customers lodged complaint about the misconduct and rude behaviour of a particular staff member. You often hear from your customers that the orders don't get delivered on time or wrong products get delivered.

You have already been struggling with shortage of staff and such complaints are a serious concern as it is hampering your brand image. What strategies will you adopt to solve this problem?

**Negotiation Scenario 1**

You have interviewed a prospective new employee who could be a key member of your new entrepreneurial venture. The new person is demanding a salary that is 20% higher than you thought based on your business plan. Finances are tight, yet you believe this person could make a significant impact on future profits. If you paid the required salary for the new person, then you would have to restructure your entire business plan. You've been searching for an individual with this skill level for three months. to the candidate is waiting for your response. Now you have to call him in to make the final negotiations.

**Negotiation Scenario 2**

You are a young entrepreneur who has just registered his start up project and applied for a bank loan accordingly. You receive a letter saying that your loan application has been rejected as your start up idea did not appeal to the bank and they think that it is not a revenue generating model. You have taken an appointment to meet the manager and show your negotiation skills to get your loan approved.

## Notes for Facilitation

**Facilitating Role Plays****Preparing for the activity**

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role-plays.
4. Anticipate and know how to address issues participants might raise during the activity.

**Conducting the activity**

1. Introduce the activity. Emphasize that role-playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. Give the pairs/ groups 10 to 15 minutes to conduct the role-play (depending on the duration of the session).
5. After all the groups have finished with the role-play, conduct a debriefing session on each role-play.
6. Ask the groups to take five minutes to talk about what happened during the role-play. The groups should discuss the questions given in the debriefing for each role-play. Encourage participants to provide constructive criticism during their discussions.

## Summarize



- Wrap the unit up after summarizing the key points and answering questions.

## UNIT 17.5.5 Business Opportunity Identification: Entrepreneurs and Opportunities

### Unit Objectives

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

- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within their business

### Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

### Ask

- How does an entrepreneur identify an opportunity?
- What do you think are the common queries or concerns faced by entrepreneurs?
- How can you identify new business opportunity?

### Say

- Let's talk about opportunity, common queries or concerns faced by entrepreneurs, idea as an opportunity, factors to consider when looking for opportunities, ways to identify new business, and opportunity analysis as discussed in Participant Handbook.
- Let's do an activity to understand ways to identify business opportunities within your business.

### Do

- Tell the class that this is an individual activity.
- Tell the participants to create a matrix on their notebooks.
- There will be four boxes in your matrix.
- Strength, Weakness, Opportunity and Threats will be the four headings of the matrix. This is called the SWOT matrix.
- Read out the questions to them and tell the participants they need to answer the questions asked in each matrix.
- Tell them they can also use their own understanding of themselves to fill the SWOT matrix.

### Activity

**Do your SWOT analysis**

#### **Strength**

What are your strengths?  
What unique capabilities do you possess?  
What do you do better than others?  
What do others perceive as your strengths?

#### **Weakness**

What are your weaknesses?  
What do your competitors do better than you?

#### **Opportunity**

What trends may positively impact you?  
What opportunities are available to you?

#### **Threat**

Do you have solid financial support?  
What trends may negatively impact you?



**Do** 

- Congratulate everyone for the class activity.
- Ask the audience to applaud for themselves.
- Allot the participants sufficient time to complete this activity, but do keep a check on time.
- Ask de-brief questions to cull out information from the participants.

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

- What are your weaknesses according to your SWOT analysis?
- Do you think you can change your weakness into strength? How?
- Do you think you can work on your threats? How?

**Summarize** 

- Close the discussion by summarizing ways to identify business opportunities within your business.
- Ask the participants what they have learned from this exercise.
- Ask if they have any questions related to what they have talked about so far.

## UNIT 17.5.6 Entrepreneurship Support Eco-System

### Unit Objectives

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

- Explain the meaning of entrepreneur
- Describe the different types of entrepreneurs
- List the characteristics of entrepreneurs
- Recall entrepreneur success stories
- Discuss the entrepreneurial process
- Describe the entrepreneurship ecosystem
- Discuss the purpose of the 'Make in India' campaign
- Discuss the key schemes to promote entrepreneurs

### Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens
- Pencils
- Colour pencils
- Scale
- Eraser
- Other requisite stationery material

### Ask

- Do you think that entrepreneurs need support?
- What do you think is an eco-system?
- What do you think 'entrepreneurship support eco-system' means?

### Say

- Let's learn what entrepreneurship support eco-system means.
- Discuss 'Entrepreneurship Support Eco-System' as given in the Participant Handbook.

### Ask

- Can you define entrepreneurship support eco-system?
- What are the key domains of the support eco-system?

### Say

- Let's learn more about these domains by conducting an activity.
- You have to make a poster showing the components of the six main domains of entrepreneurship support eco-system.

### Team Activity

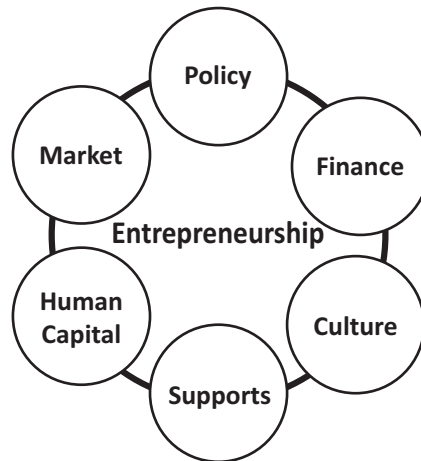
- Making a poster showing the entrepreneurship support eco-system.

## Do

- Divide the class into groups of four or six.
- Hand out chart paper and coloured pens.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

### Activity De-brief

Ask each group to display their poster and explain the key domains of entrepreneurship support eco-system.



## Ask

- What kind of government support eco-system is available for entrepreneurs in India?

## Say

- Discuss 'Make in India' campaign as given in the Participant Handbook.

## Team Activity

- Presentation on key schemes to promote entrepreneurs

## Do

- Divide the class into pairs.
- Number each pair from 1-15.
- Assign a scheme, same as their group number, to each group.
- Ask them to read the scheme carefully and present it to the class.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

### Activity De-brief

- Ask each group to explain the scheme offered by government to promote entrepreneurs.

## Summarize

- Summarize the unit by discussing the key points and answering questions the participants may have.

## UNIT 17.5.7 Risk Appetite & Resilience

### Unit Objectives

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

- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur

### Resources to be Used

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

### Ask

- Can you define risk or explain what constitutes a risk?
- What do you people mean when they say, “This may be a risky proposition”?
- What risks are they talking about?

### Example

- Let's have a look at these two examples:

Rohit and his family were travelling by car from Delhi to Nainital. It was their second trip there. Rohit was familiar with the road. His friends told him that the highway after Rampur was in a bad condition. They advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road. This road is in a better condition.

Since he was going with his family, and did want take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

Suresh and his family too were travelling by car from Delhi to Nainital. It was their second trip there. His friends too advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road as this road was in a better condition.

Suresh too decided to take the Kaladhungi road but he left Delhi in the afternoon. It was dark by the time he reached Kaladhungi, and he was sure that he was taking the correct turn. As it was late, he could not find anyone to give him directions. He ended up being in an unknown place that was scarcely inhabited.

### Say

- Let's see what type of risks Rohit and Suresh took.
- Discuss 'Risk Appetite and Resilience' with the participants as given in the Participant Handbook.

### Say

- Let's learn more about risk appetite and resilience with the help of an activity.

## Team Activity

### Risk Appetite

- This is a group activity.

- In the previous unit, you read success stories of Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Mr Ambani left his job and started his company Reliance with just Rs. 50,000/-.
- Dr Patel kept his job, went door-to-door to sell Nirma, and only when the brand started gaining popularity did he start his own company.
- What types of risk did both of them take?
- What risk factors, do you think, did they keep in mind before launching their company?
- Write the Risk Appetite Statement of both the companies.

### Activity De-brief

- Who took a greater risk?
- What are the differences between the Risk Appetite Statement of both the companies?

## Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to evaluate the risks taken by Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

## Ask

- Do you think all entrepreneurial ventures are successful?
- What happens if the first venture is not successful?
- Should the entrepreneur stop when faced with challenges or face them?

## Example

- Let's have a look at the following example:

Vijay Shekhar Sharma is the founder of Paytm, which is a giant Indian e-commerce. He was born in a middle-class family in Uttar Pradesh. He started his first job at an MNC. He quit after six months and built a company One97 with his friends. As One97 grew bigger, it needed more money because it was running more servers, bigger teams, and had to pay royalty. At that time, the tech bubble popped and technology companies were running in losses. Finally, money ran out. So One97 took loans and then more loans at higher rates of interest, as high as 24 per cent, and became caught in a vicious cycle.

In 2014, Paytm was launched with online wallet services after which, the company enabled online payment transactions. The company got licenses from RBI in 2016 to launch India's first ever payment bank. Moreover, the main motive of Paytm was to transform India into a cashless economy.

After demonetization came into effect, Vijay Shekhar Sharma started promoting online and digital transactions to deal with the cash crunch. In fact, the service of the company's mobile wallet is accepted across India. The logo of Paytm is now popular almost everywhere from tea stalls to major companies.

**Say** 

- Let's see what qualities made Vijay Shekhar Sharma a resilient entrepreneur.
- Discuss Entrepreneurship and Resilience with the participants as given in the Participant Handbook.

**Say** 

- Let's learn more about entrepreneurship and resilience with the help of an activity.

**Team Activity** **Entrepreneurship and Resilience**

- This is a group activity.
- Think of some entrepreneurship ventures that faced challenging times, but later resulted in success stories.
  - Who is the founder of that company?
  - What challenging times did it face?
  - How did it overcome those challenges?
  - List the resilient characteristics of the entrepreneur.

**Activity De-brief**

- Each group to give their presentation.
- Why did you choose this company?
- What is the success story of the company?

**Do** 

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to think of an entrepreneur who faced challenging times, but eventually succeeded.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

**Summarize** 

- You can summarize the key points of the unit.
- Ask the participants what they learned from the activities.
- Clarify any questions or doubts they might have.

## UNIT 17.5.8 Success and Failures

### Unit Objectives

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

- Discuss how to deal with failure

### Resources to be Used

- Participant Handbook

### Ask

- Have you heard the quote 'nothing is impossible'?
- What do you think it means?
- Do you think that all successful entrepreneurs became famous overnight or did they have to struggle or face failure before succeeding?

### Example

- Let's have a look at this example.

Shah Rukh Khan, also known as, SRK or King Khan is a force to reckon with. Did he achieve stardom overnight? Shah Rukh Khan, who has seen many struggles in his life – he has slept on streets, struggled to support himself and his sister at a very young age, and lost his parents very early in life, which led to his sister seeking mental health support. Amidst all the chaos and challenges, he kept pushing himself, and today he stands tall as the 'Badshah of Bollywood'. Certainly those years were not easy for him.

When he was young, he stood at Marine Drive and said, "I will rule this city one day". Failure was not just his companion during or before his stardom, it is still a substantial part of his life. Success does not come easy. What made him a star was his acceptance of failure and the urge to improve.

### Say

- How do you define success and failure?
- What is fear?
- Discuss "success and failure" with the participants as given in the Participant Handbook.

### Ask

- Have you felt or experienced fear?
- What led you to feel that emotion?
- How did you handle it?

### Say

- Let's learn the about success and failure with the help of an activity.

## Team Activity

- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- They have to choose one person from the group as the interviewee and one as the interviewer.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Check that everyone understands their role. Give clarifications if needed. Give the participants about 5 minutes to discuss and decide their roles.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their interview as a role play.

## Notes for Facilitation

### Facilitating Role Plays

#### Preparing for the activity

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role plays.
4. Anticipate potential questions that might be raised by the participants and be ready to address them.

#### Conducting the activity

1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.
5. Give the pairs 15-20 minutes to conduct the role play.
6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.
8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.
9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

## Summarize

- Wrap the unit up after summarizing the key points and answering questions.





## UNIT 17.6 Preparing to be an Entrepreneur

### Key Learning Outcomes



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

1. Discuss how market research is carried out
2. Describe the 4 Ps of marketing
3. Discuss the importance of idea generation
4. Recall basic business terminology
5. Discuss the need for CRM
6. Discuss the benefits of CRM
7. Discuss the need for networking
8. Discuss the benefits of networking
9. Discuss the importance of setting goals
10. Differentiate between short-term, medium-term and long-term goals
11. Discuss how to write a business plan
12. Explain the financial planning process
13. Discuss ways to manage your risk
14. Describe the procedure and formalities for applying for bank finance
15. Discuss how to manage their own enterprise
16. List the important questions that every entrepreneur should ask before starting an enterprise

## UNIT 17.6.1 Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

### Unit Objectives

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

- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation

### Resources to be Used

- Participant Handbook
- Chart papers
- Markers pens
- Blank sheets of paper

### Ask

- Suppose, you want to open a restaurant, what are the factors you will consider?
- How will you promote your restaurant?

### Example

- Let's have a look at this example.

Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot of market research before starting the project. Based on the information he gathered, he made his business plan. His hostel is now flourishing and he is thinking of expanding to other tourist destinations.

### Say

- Discuss “Market Study” with the participants. Refer to the Participant Handbook.
- Let's learn about market study and research with the help of an activity.

### Team Activity

#### Market Study

- This is a group activity.
- You want to start your own tuition centre.
- What type of research will you do?

#### Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Encourage other groups to be interactive and ask questions.
- What factors did you keep in mind while doing your research?
- Based on our research would you go ahead and open a tuition centre?

**Do** 

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a chart paper.
- Tell the participants that they have to start their own tuition centre.
- Give the participants 10 minutes to discuss and write the research work they need to do.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

**Say** 

- By opening a tuition centre you are offering a service.

**Ask** 

- What factors will you keep in mind before opening it?

**Say** 

- Discuss “The 4Ps of Marketing” with the participants as given in the Participant Handbook.

**Say** 

- Let's learn about the 4Ps of Marketing with the help of an activity.

**Team Activity** **4 Ps of Marketing**

- This is a group activity.
- You have to sell a pen to four different segments:
  1. Rural villagers
  2. Rural middle class
  3. Urban middle class
  4. Upper end rich people (Niche market)

Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

**Activity De-brief**

- Ask each group to present their strategy.
- Encourage other groups to be interactive and ask questions.

**Do** 

- Instruct the participants that this is group work.
- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens:
  1. Rural villagers
  2. Rural middle class
  3. Urban middle class

#### 4. Upper end rich people

- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

#### **Activity De-brief**

- Ask each group to come forward and give a brief presentation.
- Ask each group what they kept in mind while designing their marketing strategy.
- Encourage other groups to be interactive and ask questions.

#### **Say**

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss “Importance of an IDEA” as given in the Participant Handbook.

#### **Summarize**

- Summarize the key points of the unit.
- Ask the participants what they learnt from the activities.
- Encourage them to ask if they have any doubts.

## UNIT 17.6.2 Business Entity Concepts

### Unit Objectives

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

- Recall basic business terminology

### Resources to be Used

- Participant Handbook

### Say

- Let's recall some basic business terminology.
- Discuss the Business Entity Concepts as given in the Participant Handbook.
- Let's learn some basic business terminology by having an activity.
- We will have a quiz today.

### Activity

- The activity is a quiz.

### Do

- Divide the class in two groups and give a name to each group.
- Explain the rules of the quiz. For each correct answer the group gets 1 mark.
- If the group is unable to answer the question is passed to the next group.
- Explain the purpose and duration of the activity.
- Ask the questions of the quiz.
- Keep a score of the groups.
- Set guidelines pertaining to discipline and expected tasks.

### Summarize

- Summarize the unit by discussing the key points.

### Notes for Facilitation

#### QUESTIONS FOR THE QUIZ

1. What does B2B mean?  
*Business to business*
2. What is a financial report?  
*A comprehensive account of a business' transactions and expenses*
3. Who is a sales prospect?  
*A potential customer*
4. How is working capital calculated?  
*Current assets minus current liabilities*

5. What is an estimation of the overall worth of a business called?  
*Valuation*
6. You are buying a house. What type of transaction is it?  
*Complex transaction*
7. How will you calculate the net income?  
*Revenue minus expenses*
8. How is Return on Investment expressed?  
*As percentage*
9. How will you calculate the cost of goods sold?  
*Cost of materials minus cost of outputs*
10. What is revenue?  
*Total amount of income before expenses are subtracted.*
11. What is a Break-Even Point?  
*This is the point at which the company will not make a profit or a loss. The total cost and total revenues are equal.*
12. What is the formula used to calculate simple interest?  
 $A = P(1 + rt); R = r * 100$
13. What are the three types of business transactions?  
*Simple, Complex and Ongoing Transactions*
14. The degrading value of an asset over time is known as  
*Depreciation*
15. What are the two main types of capital?  
*Debt and Equity*

## UNIT 17.6.3 CRM & Networking

### Unit Objectives

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

- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking

### Resources to be Used

- Participant Handbook

### Ask

- Can your business run without customers/buyers?
- Who is the most important entity in any business?

### Say

- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
  - ♦ Treating your customers with respect.
  - ♦ Be available as per their need/ schedule.
  - ♦ Handling complaints effectively.
  - ♦ Building long lasting relationships.
  - ♦ Collecting regular feedback.
- Handle customer complaints proactively. Ask “what happened”, “why it happened”, “how can it be avoided next time”, etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- “Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem.”

### Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.



## Team Activity

### Case Study Analysis

Raju runs a business of wooden furniture. He has a huge list of customers on Facebook and WhatsApp who give him orders regularly. Ankita is one of his old and regular customers. She placed an order for a new chester and TV cabinet via WhatsApp and requested Raju to send them as soon as possible. When the parcel reached Ankita through courier she found that chester was broken and the TV unit was chipped from the bottom. Ankita was heartbroken. It was a complete waste of money. She sent a message to Raju on WhatsApp, expressing her anger and disappointment. Raju might lose an old customer forever if he doesn't satisfy the customer. What should Raju do to retain his customer?

### Scenario 2

Rajni runs a boutique shop. She sells suits and sarees. She is one of the most successful designer in her city. Rajni swears that all the clothes in her boutique have unique designs. Smita has to attend her cousin's wedding; she goes to Rajni's boutique to buy a saree. Smita wanted a unique designer saree. Rajni customized a saree for her and sent it over the courier. When Smita had a look at the saree she realised her two friends had the same design sarees. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment. Did Rajni make a false promise? Were her designs copied? What could happen to Rajni's image after this incident? What would you do if you were in Rajni's place?

### Scenario 3

Shama is a beautician who offers parlour services to ladies by making home visits. Recently, Shama got her name registered on an e-commerce website. Two days earlier, she got a message from Mrs Sushma. The appointment was fixed for next day, 11:00 am and the remuneration for the services was decided beforehand. When Shama reached there at 10:50 am, Mrs Sushma was not at home. When Shama called her, she asked her to wait for a while. Mrs Sushma reached home at 11:45 am. Meanwhile, Shama had to reschedule her next appointment. After availing Shama's services, Mrs Sushma refused to pay the requisite amount and started finding faults in the services provided by her. Who was at fault in this scenario? What should you do in case the customer behaves unreasonably? What would you do if you were in Shama's place?

### Scenario 4

Shailender is the manager of a car showroom. He proactively takes part in all the transactions that happen in his showroom. Vinita wants to buy a new car. She has chosen a car from Shailender's showroom. The salesperson has given her a very good discount and has also promised free service for one year. Vinita goes to the showroom and asks to complete all the formalities to purchase the car. When she sees the final bill she realize that she has not received the promised discount neither was there any mention of the free services. She immediately demands to see the Shailender. When Shailender's head asks how much discount Vinita was promised, he realised the discount will make the sale in loss. The car showroom owner might lose a customer and deal due to false commitments made by his manager. Besides, the customer might tell this to other people, creating a bad name and image for the showroom. If you owned that showroom, how would you have convinced your customer?

## Say

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





**Skill India**  
कौशल भारत - कुशल भारत



सत्यमेव जयते  
GOVERNMENT OF INDIA  
MINISTRY OF SKILL DEVELOPMENT  
& ENTREPRENEURSHIP



N · S · D · C  
National  
Skill Development  
Corporation

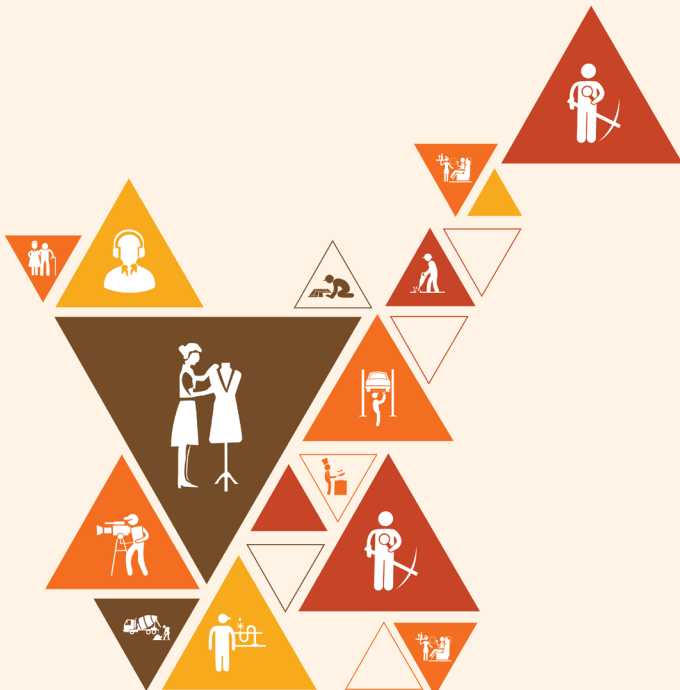
Transforming the skill landscape



## 18. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



## Annexure I

### Training Delivery Plan

Training Delivery Plan			
<b>Program Name:</b>	Vision Technician		
<b>Qualification Pack Name &amp; Ref. ID</b>	HSS/Q3001		
<b>Version No.</b>	1.0	<b>Version Update Date</b>	22/12/16
<b>Pre-requisites to Training</b>	Not Applicable		
<b>Training Outcomes</b>	<p><b>By the end of this program, the participants will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Obtain the case history</li> <li>2. Measure visual acuity</li> <li>3. Assess refractive status</li> <li>4. Dispense spectacles and dispense optical prescription accurately</li> <li>5. Store medical records</li> <li>6. Maintain confidentiality of medical records</li> <li>7. Collate and communicate health information</li> <li>8. Act within the limits of your competence and authority</li> <li>9. Maintain a safe, healthy and secure environment</li> <li>10. Practice Code of conduct while performing duties</li> <li>11. Follow biomedical waste disposal protocols</li> <li>12. Follow infection control policies and procedures</li> </ol>		

Sl. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration
1.	Introduction to Healthcare System and Ophthalmology Services	Healthcare Delivery System	<ol style="list-style-type: none"> <li>1. State the overview of healthcare industry.</li> <li>2. Describe the job ladder in healthcare industry.</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1 hour
		Structure and Services of an Ophthalmic Clinic or Hospital	<ol style="list-style-type: none"> <li>1. Familiarize with the staff on an eye clinic.</li> <li>2. Familiarize with the area in an eye clinic.</li> <li>3. Familiarize with reception, patient lounge, refraction room, consultation chamber, operation theatre, specialty clinic, optical showroom, pharmacy.</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1 hour
			<ul style="list-style-type: none"> <li>• Discuss about the following:                             <ul style="list-style-type: none"> <li>» Staff of an eye clinic</li> <li>» Areas in an eye clinic</li> <li>» Reception</li> <li>» Patient lounge</li> <li>» Refraction room</li> <li>» Consultation chamber</li> <li>» Operation theatre</li> <li>» Speciality clinic</li> <li>» Optical showroom</li> <li>» Pharmacy</li> </ul> </li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts, visit to eye centre.	1 hour
		Patient's Rights	<ol style="list-style-type: none"> <li>1. Familiarize with patient's rights.</li> <li>2. Familiarize with:                             <ul style="list-style-type: none"> <li>» Right to access to care</li> <li>» Right to respect</li> <li>» Right to privacy</li> <li>» Right to refusal to treatment</li> <li>» Right to consent</li> <li>» Right to transfer and continuity of care</li> <li>» Right to complain</li> </ul> </li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1 hour
			<ul style="list-style-type: none"> <li>• Discuss the following:                             <ul style="list-style-type: none"> <li>» Patient's rights</li> <li>» Right to access to care</li> <li>» Right to respect</li> <li>» Right to privacy</li> <li>» Right to refusal to treatment</li> <li>» Right to consent</li> <li>» Right to transfer and continuity of care</li> <li>» Right to complain</li> </ul> </li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts, visit to eye centre.	1 hour

		Roles and Responsibilities of Vision Technician	<ol style="list-style-type: none"> <li>1. Familiarize with the roles and responsibilities of vision technician</li> <li>2. Learn how to ensure patient's comfort</li> <li>3. Learn to assist ophthalmologist</li> <li>4. Learn to maintain records for administrative purposes</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	0.5 hour
			<ul style="list-style-type: none"> <li>• Discuss about the following:                             <ul style="list-style-type: none"> <li>» Role and responsibilities</li> <li>» How to ensure patient's comfort</li> <li>» Assist ophthalmologist</li> <li>» Maintaining records for administrative purposes</li> </ul> </li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts	3.5 hours
2.	Introduction to Human Body- Structure & Function	Human Anatomy	<ol style="list-style-type: none"> <li>1. Familiarize with basic structure of human body</li> <li>2. Familiarize with:                             <ul style="list-style-type: none"> <li>» Head and Neck</li> <li>» Thorax</li> <li>» Abdomen</li> <li>» Upper and lower limbs</li> <li>» Back of human body</li> </ul> </li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1 hour
<ul style="list-style-type: none"> <li>• Demonstrate the structure of human body</li> <li>• Demonstrate the following:                             <ul style="list-style-type: none"> <li>» Head and neck</li> <li>» Thorax</li> <li>» Abdomen</li> <li>» Upper and lower limb</li> <li>» Back of human body</li> </ul> </li> </ul>			Bridge Module	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts	2 hours	
		Human Physiology	<ol style="list-style-type: none"> <li>1. Familiarize with basic structure of human body</li> <li>2. Familiarize with:                             <ul style="list-style-type: none"> <li>» Nervous system</li> <li>» Muscular and Skeletal system</li> <li>» Circulatory system</li> <li>» Respiratory system</li> <li>» Digestive system</li> <li>» Urinary system</li> <li>» Reproductive system</li> </ul> </li> <li>3. Learn about supporting physiological system</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1 hour
<ul style="list-style-type: none"> <li>• Show and explain the basic structure of human body</li> <li>• Discuss the following:                             <ul style="list-style-type: none"> <li>» Nervous system</li> <li>» Muscular and Skeletal system</li> <li>» Circulatory system</li> </ul> </li> </ul>			Bridge Module	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts	2 hours	

			<ul style="list-style-type: none"> <li>» Respiratory system</li> <li>» Digestive system</li> <li>» Urinary system</li> <li>» Reproductive system</li> <li>• Demonstrate supporting physiological system</li> </ul>				
		Branches of Medicine	<ol style="list-style-type: none"> <li>1. Learn about Medicine.</li> <li>2. Familiarize with basic and clinical branches of clinical medicine</li> <li>3. Familiarize with branches of internal medicine</li> <li>4. Familiarize with branches of General surgery</li> <li>5. Familiarize with supporting braches of medicine</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	0.5 hour
			<ul style="list-style-type: none"> <li>• Describe about medicine</li> <li>• Discuss basic and clinical branches of clinical medicine</li> <li>• Discuss about the branches of internal medicine</li> <li>• Discuss branches of general surgery</li> <li>• Discuss about the supporting branches of medicine</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts	0.5 hour
3.	Basics of Ophthalmology	Ocular Anatomy & Physiology	<ol style="list-style-type: none"> <li>1. List and explain three parts of the eye.</li> <li>2. State the functions of different parts of the eye.</li> <li>3. Explain how we see.</li> </ol>	HSS/N3001 HSS/N3002 PC2, KB8. HSS/N3003 SB10 HSS/N3004	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5 hours
			<ul style="list-style-type: none"> <li>• Discuss structure and functions of human eye</li> <li>• Discuss how does the eye see</li> </ul>	HSS/N3001 HSS/N3002 PC2, KB8. HSS/N3003 SB10 HSS/N3004	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts, Mannequin, ocular anatomy and physiology, E-modules to learn.	5 hours
		Basic Optics	<ol style="list-style-type: none"> <li>1. Explain refraction and vision.</li> <li>2. Explain different types of vision.</li> <li>3. Explain vision testing</li> <li>4. Explain colour vision testing.</li> </ol>	HSS/N3001 HSS/N3002 HSS/N3003 HSS/N3004	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5 hours
			<ul style="list-style-type: none"> <li>• Explain the phenomenon of fraction</li> <li>• Perform vision testing</li> <li>• Perform colour vision testing</li> </ul>	HSS/N3001 HSS/N3002 HSS/N3003 HSS/N3004	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts, Equipment's to assess visual acuity, torch, occlude, pinhole, Snellen charts, patient table, lenses, glasses.	5 hours

		Introduction to Ophthalmology Related Medical terminology	<ol style="list-style-type: none"> <li>1. Explain and understand the medical terms associated with ophthalmology.</li> </ol>	HSS/N3001 HSS/N3002 HSS/N3003 HSS/N3004	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2 hours
			<ul style="list-style-type: none"> <li>• Discuss medical terms associated with ophthalmology</li> </ul>	HSS/N3001 HSS/N3002 HSS/N3003 HSS/N3004	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts, E-modules.	2 hours
4.	Ophthalmic Disorder and its Management	Refractive Errors & Correction of Errors	<ol style="list-style-type: none"> <li>1. State the different refractive errors.</li> <li>2. State the correction for the refractive errors.</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5 hours
			<ul style="list-style-type: none"> <li>• Discuss states of refraction</li> <li>• Discuss about the following:                             <ul style="list-style-type: none"> <li>» Emmetropia</li> <li>» Ametropia</li> <li>» Presbyopia</li> <li>» Refractive error correction</li> <li>» LASIK</li> </ul> </li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts, Focimeters, torch, occlude, pinhole, Snellen charts, patient table, lenses, glasses, gauges, laboratory forms, spectacles, prisms etc.	5 hours
		Common Eye Diseases and its Management	<ol style="list-style-type: none"> <li>1. List the common eye diseases.</li> <li>2. State the causes and symptoms of common eye diseases.</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	7 hours
			<ul style="list-style-type: none"> <li>• Discuss about the following:                             <ul style="list-style-type: none"> <li>» Eye infections</li> <li>» Common eye diseases</li> <li>» Cataract</li> <li>» Glaucoma</li> <li>» Diabetic eye diseases</li> <li>» Squint</li> <li>» Eye injuries</li> <li>» Blindness</li> <li>» Xerophthalmia</li> <li>» Night blindness</li> </ul> </li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts, Chart demonstration, visit to ophthalmic department for better understanding.	3 hours
		Ophthalmic Emergencies & its Management	<ol style="list-style-type: none"> <li>1. Explain types of ocular emergencies.</li> <li>2. Learn to assist the ophthalmologist in an eye wash.</li> <li>3. Learn to assist the ophthalmologist in other first-aid.</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5 hours
			<ul style="list-style-type: none"> <li>• Discuss about the types of Ocular emergencies</li> <li>• Discuss about eye wash kit</li> <li>• Assist the ophthalmologist in an eye wash</li> <li>• Assist the ophthalmologist in other First-Aid</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts, Tools and equipment's to handle emergency situations, crash cart trolley, O2 cylinder etc.	5 hours



5.	Ophthalmic Equipment	Commonly used Ophthalmic Instruments	1. Identify the commonly used ophthalmic instruments.	HSS/N3004	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2 hours
			2. State the function of each instrument.	HSS/N3002 HSS/N3003 HSS/N9610			
		Cleaning and Maintenance of Ophthalmic Instruments	<ul style="list-style-type: none"> <li>Demonstrate the usage of commonly used instruments</li> <li>Discuss vision chart and vision drum</li> <li>Discuss about Auto Refractometer</li> <li>Discuss about slit lamp, lensometer, tonometer, retinoscope, keratometer, ophthalmoscope</li> </ul>	HSS/N3004 HSS/N3002 HSS/N3003 HSS/N9610	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, Ophthalmic equipment's (as mentioned below in the table), steriliser & Fumigator, swab, pads, drums, autoclave etc.	3 hours
			1. Learn to clean the following: <ul style="list-style-type: none"> <li>» Vision drum</li> <li>» Trial frame and lenses</li> <li>» Auto refractometer</li> <li>» Slit lamp</li> <li>» Lensometer</li> <li>» Tonometer</li> <li>» Retinoscope</li> </ul> 2. Learn about ophthalmologist equipment maintenance.	HSS/N3004 HSS/N3002 HSS/N3003 HSS/N9610	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	3 hours
Cleaning and Maintenance of Ophthalmic Instruments	<ul style="list-style-type: none"> <li>Demonstrate the steps of the following:               <ul style="list-style-type: none"> <li>» Cleaning the vision drum</li> <li>» Cleaning trial frame and lenses</li> <li>» Cleaning the auto refractometer</li> <li>» Cleaning the slit lamp</li> <li>» Cleaning the lensometer</li> <li>» Cleaning the tonometer</li> </ul> </li> <li>Cleaning the Retinoscope</li> <li>Demonstrate Ophthalmic equipment maintenance</li> </ul>	HSS/N3004 HSS/N3002 HSS/N3003 HSS/N9610	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	2 hours		
	Scheduling Appointments and Receiving Patients	1. Learn to schedule appointments 2. Learn to reconfirm appointments. 3. Learn how to receive a first time walk in patient. 4. Learn how to receive a review patient. 5. Learn to receive patients simultaneously.	HSS/N5505 HSS/N5506	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2 hours	
<ul style="list-style-type: none"> <li>Schedule appointments</li> <li>Reconfirm appointments</li> <li>Demonstrate the steps to receive a first-time walk-in-patient</li> </ul>		HSS/N5505 HSS/N5506	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	1.5 hours		

			<ul style="list-style-type: none"> <li>• Demonstrate how to receive a review patient</li> <li>• Discuss how to receive patients simultaneously</li> </ul>				
	Inventory and Workspace Management	<ol style="list-style-type: none"> <li>1. Learn to reconfirm early appointments.</li> <li>2. Learn about stock-taking.</li> <li>3. Learn delivery of spectacles.</li> <li>4. Learn to organise workspace.</li> </ol>	HSS/N5505 HSS/N5506	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2 hours	
		<ul style="list-style-type: none"> <li>• Reconfirm early appointments</li> <li>• Perform stock-taking</li> <li>• Deliver spectacles</li> <li>• Organize workspace</li> </ul>	HSS/N5505 HSS/N5506	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts	0.5 hour	
	Observing & Reporting	<ol style="list-style-type: none"> <li>1. Familiarize with the importance of observing and reporting to authority for said or unsaid findings, if any.</li> <li>2. Familiarize with the importance to verbally inform the person in authority.</li> </ol>	HSS/N5505 HSS/N5506	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2 hours	
		<ul style="list-style-type: none"> <li>• Observe and report</li> </ul>	HSS/N5505 HSS/N5506	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts, Sample forms and Formats.	2 hours	
	Confidentiality, Documentation & Records	<ol style="list-style-type: none"> <li>1. Explain the importance of observing and reporting the conditions of the patient as well as taking consent while assisting the patient.</li> <li>2. Explain the importance of verbal information to the doctor in charge.</li> <li>3. Explain the importance and guidelines for documentation of different observations and informed consent of the patient.</li> <li>4. Familiarize with the uses and importance of various records in healthcare set up &amp; how to obtain information from them at the time of follow up or during research activities.</li> </ol>	HSS/N5505 KA2, SB5. HSS/N5506 PC1, KA2, KB4, SB5.	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	3 hours	
		<ul style="list-style-type: none"> <li>• Maintain confidentiality</li> <li>• Perform reporting and documentation</li> </ul>	HSS/N5505 KA2, SB5. HSS/N5506 PC1, KA2, KB4, SB5.	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts, Sample forms and formats, inter use to learn best practises across the world for vision technician.	2 hours	

	Pre-procedural Functions of Vision Technician	Measurement of Vitals	<ol style="list-style-type: none"> <li>Learn to measure vital signs/parameters.</li> <li>Learn to measure body temperature.</li> <li>Learn to monitor blood pressure.</li> <li>Learn to measure breathing rate.</li> <li>Learn to measure weight and height of a patient.</li> <li>Learn about infectious patient.</li> </ol>	HSS/N3001	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2 hours		
			<ul style="list-style-type: none"> <li>Demonstrate the steps to measure body temperature using the oral method</li> <li>Demonstrate the steps to measure breathing rate</li> <li>Gain practical knowledge to measure height and weight of a patient</li> </ul>	HSS/N3001	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, Vitals assessing equipment's, mannequins, patient trolley, wheel chair etc.	3 hours		
		History Taking	<ol style="list-style-type: none"> <li>Identify the importance of patient history.</li> </ol>	HSS/N3001 PC1, PC2, PC3, PC4, PC5, PC6, PC7, KA1, KB4.	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2 hours		
			<ul style="list-style-type: none"> <li>Practice understanding patient's history and health patterns</li> </ul>	HSS/N3001 PC1, PC2, PC3, PC4, PC5, PC6, PC7, KA1, KB4.	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, Use of internet to adopt best practises across the world, confidentiality methods etc.	3 hours		
		Patient Positioning for Procedure	<ol style="list-style-type: none"> <li>Learn general physiological concern.</li> <li>Familiarize with surgical positions.</li> </ol>	HSS/N3001	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2 hours		
			<ol style="list-style-type: none"> <li>Familiarize with supine.</li> <li>Familiarize with lithotomy.</li> </ol>	HSS/N3001	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2 hours		
			<ul style="list-style-type: none"> <li>Gain practical knowledge to help patient in positioning</li> </ul>	HSS/N3001	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	2 hours		
			<ul style="list-style-type: none"> <li>Gain practical knowledge:                             <ul style="list-style-type: none"> <li>» Surgical positions</li> <li>» supine positioning &amp; its concerns</li> <li>» Variation</li> <li>» Trendelenburg</li> <li>» Lithotomy positioning</li> </ul> </li> </ul>	HSS/N3001	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, Mannequin, Chair, test chart.	2 hours		
		8.	Vision Assessment	Test and Record the Patient's Vision	<ol style="list-style-type: none"> <li>Learn how to test the patient's distance vision.</li> <li>Learn how to record the patient's unaided distance vision.</li> <li>Learn how to record the patient's unaided near vision.</li> </ol>	HSS/N3002 HSS/N3003	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2 hours.

		<ul style="list-style-type: none"> <li>• Demonstrate the steps to test patient's distance vision</li> <li>• Demonstrate the steps to record the patient's unaided distance vision</li> <li>• Demonstrate the steps to record the patient's unaided near vision</li> </ul>	HSS/N3002 HSS/N3003	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts, Focimeters, torch, occlude, pinhole, Snellen charts, patient table, lenses, glasses, gauges, laboratory forms, spectacles, prisms etc Equipment's to assess visual acuity, torch, occlude, pinhole, Snellen charts, patient table, lenses, glasses.	2 hours
Assisting the Ophthalmologist in Eye Examination	<ol style="list-style-type: none"> <li>1. Learn to assist in slit lamp examination.</li> <li>2. Learn to assist in intraocular measurement.</li> </ol>		HSS/N3002 HSS/N3003	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1 hour
	<ul style="list-style-type: none"> <li>• Demonstrate the steps to assist in slit lamp examination</li> <li>• Demonstrate how to assist in intraocular pressure measurement</li> </ul>		HSS/N3002 HSS/N3003	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts, Focimeters, torch, occlude, pinhole, Snellen charts, patient table, lenses, glasses, gauges, laboratory forms, spectacles, prisms etc Equipment's to assess visual acuity, torch, occlude, pinhole, Snellen charts, patient table, lenses, glasses.	1 hour
Administer Drops and Check for Dilations	<ol style="list-style-type: none"> <li>1. Learn to assist the ophthalmologist in the dilation of pupils.</li> </ol>		HSS/N3002 HSS/N3003	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1 hour
	<ul style="list-style-type: none"> <li>• Demonstrate how to assist the ophthalmologist in the dilation of pupils</li> </ul>		HSS/N3002 HSS/N3003	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts, Focimeters, torch, occlude, pinhole, Snellen charts, patient table, lenses, glasses, gauges, laboratory forms, spectacles, prisms etc Equipment's to assess visual acuity, torch, occlude, pinhole, Snellen charts, patient table, lenses, glasses.	1 hour
Re-examine	<ol style="list-style-type: none"> <li>1. Learn about ophthalmoscopy</li> <li>2. Learn to assist in the examination with an ophthalmoscope.</li> </ol>		HSS/N3002 HSS/N3003	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1 hour

			<ul style="list-style-type: none"> <li>Demonstrate how to assist the ophthalmologist in there-examination of the eye post-dilation</li> </ul>	HSS/N3002 HSS/N3003	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, Focimeters, torch, occlude, pinhole, Snellen charts, patient table, lenses, glasses, gauges, laboratory forms, spectacles, prisms etc Equipment's to assess visual acuity, torch, occlude, pinhole, Snellen charts, patient table, lenses, glasses.	1 hour
9.	Patient Education & Health Promotion in Eye Care	Direct Patient to Contact Lens Clinic	<ol style="list-style-type: none"> <li>Explain and list the materials required</li> <li>Explain contact lens care Do's &amp; Don'ts</li> </ol>	HSS/N3004 HSS/N9601	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1 hour
			<ul style="list-style-type: none"> <li>Demonstrate the insertion and removal of contact lenses</li> </ul>	HSS/N3004 HSS/N9601	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	1 hour
		Direct Patient to Cataract Counselling Unit	<ol style="list-style-type: none"> <li>State the counselling principles on pre-operative and post-operative care of eye surgeries.</li> </ol>	HSS/N3004 HSS/N9601	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1 hour
			<ul style="list-style-type: none"> <li>Discuss cataract surgery options</li> <li>Discuss intraocular lenses</li> <li>Follow pre-operative instructions</li> <li>Follow surgery day instructions</li> </ul>	HSS/N3004 HSS/N9601	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	1 hour
		After Care	<ol style="list-style-type: none"> <li>Learn about spectacle care.</li> <li>Learn eye exercises.</li> <li>Learn to clean the eyes and removing stubborn deposits.</li> </ol>	HSS/N3004 HSS/N9601	<ul style="list-style-type: none"> <li>ower-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1 hour
			<ul style="list-style-type: none"> <li>Demonstrate the insertion and removal of contact lenses</li> </ul>	HSS/N3004 HSS/N9601	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	1 hour
		Eye Donation	<ol style="list-style-type: none"> <li>Learn about what is eye donation.</li> <li>Learn eye transplantation process.</li> <li>Learn how to provide counselling to people for eye donation.</li> </ol>	HSS/N3004 HSS/N9601	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1.5 hours
			<ul style="list-style-type: none"> <li>Discuss eye transplantation process</li> <li>Perform counselling to people for eye donation</li> </ul>	HSS/N3004 HSS/N9601	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	1 hour
		Eye & Vision Screening in Camps	<ol style="list-style-type: none"> <li>Learn about eye screening camp.</li> <li>Learn how to monitor the progress of camps.</li> </ol>	HSS/N3004 HSS/N9601	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1.5 hours

			<ul style="list-style-type: none"> <li>Discuss about manpower and duties</li> <li>Monitor camps</li> <li>Monitor the progress of camps</li> </ul>	HSS/N3004 HSS/N9601	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	
10.	Basics of Ophthalmic Dispensing	Spectacle Dispensing	<ol style="list-style-type: none"> <li>Identify the different parts of spectacle or eye glasses.</li> <li>State the different types of materials used in spectacle frames.</li> <li>State the different types of lenses used in spectacles.</li> </ol>	HSS/N3004	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2 hour
			<ul style="list-style-type: none"> <li>Explain parts of spectacles</li> <li>Explain types of frames</li> <li>Perform selection of frames</li> <li>Perform selection of optical lenses</li> <li>Explain types of optical lenses</li> </ul>	HSS/N3004	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, Focimeters, torch, occlude, pinhole, Snellen charts, patient table, lenses, glasses, gauges, laboratory forms, spectacles, prisms etc.	3 hours
		Direct Patient to Optical Showroom for spectacles	<ol style="list-style-type: none"> <li>Learn to assist the optometrist in showing frames to the patient.</li> <li>Learn how to measure pupillary distance</li> </ol>	HSS/N3004	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1 hour
			<ul style="list-style-type: none"> <li>Demonstrate how to assist the optometrist in showing frames to the patient</li> <li>Demonstrate how to measure pupillary distance</li> </ul>	HSS/N3004	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	1 hour
		Spectacle Preparation	<ol style="list-style-type: none"> <li>Learn about refractive power of lens.</li> <li>Familiarize with spectacle prescription.</li> <li>Familiarize with sample case sheet.</li> </ol>	HSS/N3004	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	3 hours
			<ul style="list-style-type: none"> <li>Match the glass prescriptions with the appropriate lenses</li> </ul>	HSS/N3004	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, Focimeters, torch, occlude, pinhole, Snellen charts, patient table, lenses, glasses, gauges, laboratory forms, spectacles, prisms etc	3 hours
		Contact Lenses	<ol style="list-style-type: none"> <li>Explain and list the types of contact lenses.</li> </ol>	HSS/N3004	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1 hour
			<ul style="list-style-type: none"> <li>Discuss types of contact lenses</li> </ul>	HSS/N3004	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	1 hour
		Low Vision Aids	<ol style="list-style-type: none"> <li>Define low vision.</li> <li>Explain and list the low vision aids.</li> <li>Explain the causes of low vision.</li> </ol>	HSS/N3004	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1 hour
			<ul style="list-style-type: none"> <li>Explain causes of low vision</li> </ul>	HSS/N3004	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	1 hour

		Common Ophthalmic Medicines	<ol style="list-style-type: none"> <li>1. Explain and list the commonly used ophthalmic medicines.</li> <li>2. Explain to the patient regarding the usage and effect of certain medicines.</li> </ol>	HSS/N3004	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1 hour
			<ul style="list-style-type: none"> <li>• Discuss common ophthalmic medicines</li> </ul>	HSS/N3004	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts	1 hour
11.	Personnel Hygiene	Personnel Hygiene	<ol style="list-style-type: none"> <li>1. Explain the personnel hygiene</li> </ol>	HSS/N9606	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2 hours
			<ul style="list-style-type: none"> <li>• Demonstrate hand rub</li> <li>• Demonstrate washing hands</li> <li>• Use hand sanitizer</li> <li>• Use PPEs and keep your hand clean</li> <li>• Demonstrate the steps to put on PPE</li> <li>• Demonstrate the steps to take off PPE</li> </ul>	HSS/N9606	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts	3 hours
12.	Sanitation, Safety & First Aid	Safe Working Environment	<ol style="list-style-type: none"> <li>1. Learn to promote a safe working environment.</li> <li>2. Learn how to reduce risk.</li> <li>3. Follow electrical safety measures.</li> <li>4. Follow fire safety measures.</li> <li>5. Follow hospital safety measures.</li> </ol>	HSS/N9606 PC1, PC2, PC3, PC5, PC6, PC8, PC9, KA1, KA2, KA3, KA4, KA6, KA1, KB2, KB3, KB4, KB5, SB2.	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	3 hours
			<ul style="list-style-type: none"> <li>• Demonstrate how to reduce risk</li> <li>• Follow electrical, fire &amp; hospital safety measures</li> </ul>	HSS/N9606 PC1, PC2, PC3, PC5, PC6, PC8, PC9, KA1, KA2, KA3, KA4, KA6, KA1, KB2, KB3, KB4, KB5, SB2.	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts, Patient safety tools such as wheel chairs, trolleys, side rails, PPE, First Aid kit, betadine, cotton, bandages, sanitizers, disinfectants etc.	2 hours
		First Aid	<ol style="list-style-type: none"> <li>1. Learn about First-aid</li> <li>2. Learn about splints &amp; aids of torso</li> <li>3. Learn about Bleeding</li> </ol>	HSS/N9606	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	3 hours
			<ul style="list-style-type: none"> <li>• Apply first-aid on an injured person</li> <li>• Discuss the procedures of doing CPR.</li> </ul>	HSS/N9606	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts, Patient safety tools such as wheel chairs, trolleys, side rails, PPE, First Aid kit, betadine, cotton, bandages, sanitizers, disinfectants etc.	2 hours
13.	Infection Control Measures- Policies & Procedures	Prevent and Control Infection	<ol style="list-style-type: none"> <li>1. Control infections effectively</li> <li>2. Follow infection control policies and procedures</li> </ol>	HSS/N9610 PC1, PC2, PC4, PC6.	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5 hours

			<ul style="list-style-type: none"> <li>Follow infection control measures</li> <li>Follow standard precautions</li> <li>Follow transmission precautions</li> <li>Control infection</li> </ul>	HSS/N9610 PC1, PC2, PC4, PC6.	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	5 hours
14.	Emergency Medical Response	Emergency Medical Response	<ol style="list-style-type: none"> <li>Describe Chain of Survival</li> <li>Demonstrate Cardio Pulmonary Resuscitation</li> <li>Rescue of a child</li> </ol>	HSS/N9606	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	4 hours
			<ul style="list-style-type: none"> <li>Demonstrate chain of survival</li> <li>Demonstrate Cardio Pulmonary Resuscitation</li> <li>Demonstrate CAB</li> <li>Demonstrate rescue of a child</li> <li>Perform CPR for an adult</li> <li>Perform CPR using AED</li> <li>Demonstrate choking treatment</li> <li>Demonstrate the emergency measures in needle stick injuries</li> </ul>	HSS/N9606	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	3 hours
15.	Bio Medical Waste Management	Bio Medical Waste Management	<ol style="list-style-type: none"> <li>Learn to segregate biomedical waste at source</li> <li>Describe colour coding and type of containers for disposal of Bio Medical Waste</li> <li>Label for transport of Bio Medical Waste containers/bags</li> </ol>	HSS/N9609 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, KB1, KB2, KB3, KB4, KB5, KB6, KB8, KB9, KB10, KB11, KB12, KB14, SA2, SB7.	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2 hours
			<ul style="list-style-type: none"> <li>Segregate bio medical waste</li> <li>Perform colour coding</li> <li>Demonstrate type of containers for disposal of bio medical waste</li> <li>Demonstrate label for transport of bio medical waste containers/bags</li> </ul>	HSS/N9609 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, KB1, KB2, KB3, KB4, KB5, KB6, KB8, KB9, KB10, KB11, KB12, KB14, SA2, SB7.	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts, Different coded color bins, different variety of bio medical waste management, Visit to treatment plan of bio medical waste etc.	3 hours
16.	Soft Skills & Communication Skills	Introduction to Soft Skills	<ol style="list-style-type: none"> <li>Understand the basic meaning of Soft Skills, their components and their benefits.</li> <li>Understand Work Readiness and its significance.</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2 hours
			<ul style="list-style-type: none"> <li>Discuss about soft skills and its components.</li> </ul>		<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	2 hours
		Effective Communication	<ol style="list-style-type: none"> <li>Do public speaking.</li> <li>Describe likes and dislikes of a person.</li> <li>Know basic etiquette of conversation.</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1 hour
			<ul style="list-style-type: none"> <li>Demonstrate ways of giving public speech.</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	2 hours



		Grooming & Hygiene	<ol style="list-style-type: none"> <li>Maintain cleanliness and hygiene.</li> <li>Keep their dress clean and tidy.</li> <li>Maintain positive body language while speaking.</li> <li>Enable to perform more of the do's than the don'ts.</li> <li>Learn about good eating habit and their impact on health.</li> <li>Avoiding bad things such as gutkha and alcohol.</li> <li>Learn about AIDS and its prevention.</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>ower-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1 hour
			<ul style="list-style-type: none"> <li>Demonstrate ways to maintain cleanliness.</li> <li>Demonstrate ways to maintain positive body language while public speaking.</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	2 hours
		Interpersonal Skill Development	<ol style="list-style-type: none"> <li>Develop a positive attitude and behaviour.</li> <li>Understanding Goal Setting.</li> <li>Motivated for team participation at work.</li> <li>Learn how to manage relations.</li> <li>Learn about Stress and anger management skills.</li> <li>Learn to develop leadership qualities.</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2 hours
			<ul style="list-style-type: none"> <li>Demonstrate ways of managing relations.</li> <li>Demonstrate tips of stress and anger management.</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	1 hour
17.	Employability and Entrepreneurship skills	Personal Strengths & Value Systems	<ol style="list-style-type: none"> <li>Explain the meaning of health</li> <li>List common health issues</li> <li>Discuss tips to prevent common health issues</li> <li>Explain the meaning of hygiene</li> <li>Understand the purpose of Swacch Bharat Abhiyan</li> <li>Explain the meaning of habit</li> <li>Discuss ways to set up a safe work environment</li> <li>Discuss critical safety habits to be followed by employees</li> <li>Explain the importance of self-analysis</li> <li>Understand motivation with the help of Maslow's Hierarchy of Needs</li> <li>Discuss the meaning of achievement motivation</li> <li>List the characteristics of entrepreneurs with achievement motivation</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	4.5 hours

			<ol style="list-style-type: none"> <li>13. List the different factors that motivate you</li> <li>14. Discuss how to maintain a positive attitude</li> <li>15. Discuss the role of attitude in self-analysis</li> <li>16. List your strengths and weaknesses</li> <li>17. Discuss the qualities of honest people</li> <li>18. Describe the importance of honesty in entrepreneurs</li> <li>19. Discuss the elements of a strong work ethic</li> <li>20. Discuss how to foster a good work ethic</li> <li>21. List the characteristics of highly creative people</li> <li>22. List the characteristics of highly innovative people</li> <li>23. Discuss the benefits of time management</li> <li>24. List the traits of effective time managers</li> <li>25. Describe effective time management technique</li> <li>26. Discuss the importance of anger management</li> <li>27. Describe anger management strategies</li> <li>28. Discuss tips for anger management</li> <li>29. Discuss the causes of stress</li> <li>30. Discuss the symptoms of stress</li> <li>31. Discuss tips for stress management</li> </ol>				
			<ul style="list-style-type: none"> <li>• Demonstrate tips to prevent health issues.</li> <li>• Demonstrate safety tips to design a safe workplace.</li> <li>• Discuss effective time management techniques.</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Workbook exercises on health standards, Laptop, activity on strengths and weaknesses, white board, marker, projector.	4 hours

		Digital Literacy: A Recap	<ol style="list-style-type: none"> <li>1. Identify the basic parts of a computer</li> <li>2. Identify the basic parts of a keyboard</li> <li>3. Recall basic computer terminology</li> <li>4. Recall basic computer terminology</li> <li>5. Recall the functions of basic computer keys</li> <li>6. Discuss the main applications of MS Office</li> <li>7. Discuss the benefits of Microsoft Outlook</li> <li>8. Discuss the different types of e-commerce</li> <li>9. List the benefits of e-commerce for retailers and customers</li> <li>10. Discuss how the Digital India campaign will help boost e-commerce in India</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals</li> <li>• Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1 hour
			<ul style="list-style-type: none"> <li>• Demonstrate basic parts of a computer.</li> <li>• Demonstrate basic parts of a keyboard.</li> <li>• Discuss the main applications of MS Office.</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Laptop, white board, marker, projector,CPU, Monitor,keyboard, mouse, MS Office software, E-Wallet soft wares such as Pay TM, SBI buddy etc.	3 hours
		Money Matters	<ol style="list-style-type: none"> <li>1. Discuss the importance of saving money</li> <li>2. Discuss the benefits of saving money</li> <li>3. Discuss the main types of bank accounts</li> <li>4. Describe the process of opening a bank account</li> <li>5. Differentiate between fixed and variable costs</li> <li>6. Describe the main types of investment options</li> <li>7. Describe the different types of insurance products</li> <li>8. Describe the different types of taxes</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals</li> <li>• Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	6 hours
			<ul style="list-style-type: none"> <li>• Discuss the uses of online banking</li> <li>• Discuss the main types of electronic funds transfers</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Laptop, white board, marker, projector, Passport, Driving License, Voter ID card, PAN card, Aadhaar card, sample KYC document, bank opening form (can be downloaded from the Internet).	2 hours

		Preparing for Employment and Self Employment	<ol style="list-style-type: none"> <li>1. Discuss the steps to prepare for an interview</li> <li>2. Discuss the steps to create an effective Resume</li> <li>3. Discuss the most frequently asked interview questions</li> <li>4. Discuss basic workplace terminology</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals</li> <li>• Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2 hours
			<ul style="list-style-type: none"> <li>• Role play how to prepare for an interview.</li> <li>• Discuss how to answer the most frequently asked interview questions</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Laptop, white board, marker, projector, sample CVs, Mock interviews, role plays, role play briefs, FAQs, quiz on basic workplace technologies.	4 hours
		Understanding Entrepreneurship	<ol style="list-style-type: none"> <li>1. Discuss the concept of entrepreneurship</li> <li>2. Discuss the importance of entrepreneurship</li> <li>3. Describe the characteristics of an entrepreneur</li> <li>4. Describe the different types of enterprises</li> <li>5. List the qualities of an effective leader</li> <li>6. Discuss the benefits of effective leadership</li> <li>7. List the traits of an effective team</li> <li>8. Discuss the importance of listening effectively</li> <li>9. Discuss how to listen effectively</li> <li>10. Discuss the importance of speaking effectively</li> <li>11. Discuss how to speak effectively</li> <li>12. Discuss how to solve problems</li> <li>13. List important problem solving traits</li> <li>14. Discuss ways to assess problem solving skills</li> <li>15. Discuss the importance of negotiation</li> <li>16. Discuss how to negotiate</li> <li>17. Discuss how to identify new business opportunities</li> <li>18. Discuss how to identify business opportunities within your business</li> <li>19. Understand the meaning of entrepreneur</li> <li>20. Describe the different types of entrepreneurs</li> <li>21. List the characteristics of entrepreneurs</li> <li>22. Recall entrepreneur success stories</li> <li>23. Discuss the entrepreneurial process</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals</li> <li>• Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2.5 hours

			<ol style="list-style-type: none"> <li>24. Describe the entrepreneurship ecosystem</li> <li>25. Discuss the government's role in the entrepreneurship ecosystem</li> <li>26. Discuss the current entrepreneurship ecosystem in India</li> <li>27. Understand the purpose of the Make in India campaign</li> <li>28. Discuss the relationship between entrepreneurship and risk appetite</li> <li>29. Discuss the relationship between entrepreneurship and resilience</li> <li>30. Describe the characteristics of a resilient entrepreneur</li> <li>31. Discuss how to deal with failure</li> </ol>				
			<ul style="list-style-type: none"> <li>• Role play how to prepare for an interview.</li> <li>• Discuss how to answer the most frequently asked interview questions</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Laptop, white board, marker, projector, sample CVs, Mock interviews, role plays, role play briefs, FAQs, quiz on basic workplace technologies.	4.5 hours
		Preparing to be an Entrepreneur	<ol style="list-style-type: none"> <li>1. Discuss how market research is carried out</li> <li>2. Describe the 4 Ps of marketing</li> <li>3. Discuss the importance of idea generation</li> <li>4. Recall basic business terminology</li> <li>5. Discuss the need for CRM</li> <li>6. Discuss the benefits of CRM</li> <li>7. Discuss the need for networking</li> <li>8. Discuss the benefits of networking</li> <li>9. Understand the importance of setting goals</li> <li>10. Differentiate between short-term, medium-term and long-term goals</li> <li>11. Discuss how to write a business plan</li> <li>12. Explain the financial planning process</li> <li>13. Discuss ways to manage your risk</li> <li>14. Describe the procedure and formalities for applying for bank finance</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator- led - discussion</li> <li>• Audio- visuals</li> <li>• Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2 hours

			<p>15. Discuss how to manage your own enterprise</p> <p>16. List important questions that every entrepreneur should ask before starting an enterprise</p>				
			<ul style="list-style-type: none"> <li>• Discuss how to write a business plan.</li> <li>• Discuss the procedure and formalities for applying for bank finance</li> <li>• List and discuss important questions that every entrepreneur should ask before starting an enterprise.</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Laptop, white board, marker, projector, SWOT activity: pen and paper individual exercise, charts, coloured pens, Group Activity: poster making on entrepreneurship ecosystem. Activity: SMART Goal writing.	4 hours
Total Duration							242 hours

## Annexure II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Vision Technician	
Job Role	Vision Technician
Qualification Pack	HSS/ Q 3001
Sector Skill Council	Healthcare Sector Skill Council
Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5	To pass the Qualification Pack, every trainee should score as per assessment grid.
6	In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

Skills Practical and Viva (80% weightage)	
	Marks Allotted
<b>Grand Total-1 (Subject Domain)</b>	<b>400</b>
<b>Grand Total-2 (Soft Skills and communication)</b>	<b>100</b>
<b>Grand Total-(Skills Practical and Viva)</b>	<b>500</b>
<b>Passing Marks (80% of Max. Marks)</b>	<b>400</b>
Theory (20% weightage)	
	Marks Allotted
<b>Grand Total-1 (Subject Domain)</b>	<b>80</b>
<b>Grand Total-2 (Soft Skills and communication)</b>	<b>20</b>
<b>Grand Total-(Theory)</b>	<b>100</b>
<b>Passing Marks (50% of Max. Marks)</b>	<b>50</b>

<b>Grand Total-(Skills Practical and Viva + Theory)</b>		<b>600</b>			
<b>Overall Result</b>		<b>Criteria is to pass in both theory and practical individually. If fail in any one of them, then candidate is fail</b>			
<b>Detailed Break Up of Marks</b>		<b>Skills Practical &amp; Viva</b>			
<b>Subject Domain</b>		<b>Pick any 2 NOS each of 200 marks totaling 400</b>			
<b>Assessable Outcomes</b>	<b>Assessment Criteria for the Assessable Outcomes</b>	<b>Total Marks (400)</b>	<b>Out Of</b>	<b>Marks Allocation</b>	
				<b>Viva</b>	<b>Skills Practical</b>
L.HSS / N 3001 : Obtain the case history	PC1. Obtain and record the history of patient having ocular and/or visual symptoms including the onset, course of the disease, diagnostics conducted and treatment	<b>200</b>	30	20	10
	PC2. Obtain and record the history of patient's past ocular diseases and conditions, including history of surgery to eye or ocular adnexae, and details of birth history/ pregnancy where appropriate		30	20	10
	PC3. Obtain and record a family history of diseases affecting eye or vision, and any relevant general medical conditions or diseases		20	20	10
	PC4. Obtain and record details of social history including occupation and details of exposure to industrial or occupational hazards		20	10	10
	PC5. Obtain and record a history of patient's current and past general health and trauma, including any surgical procedures		30	20	10
	PC6. Obtain and record a history of current medications for ocular conditions and general medical conditions		30	10	20
	PC7. Obtain and record a history of any allergies or other adverse reactions to treatment		30	10	20



	PC8. Identify area of concern and inform relevant professional if appropriate		10	3	7
	<b>Total</b>		200	113	97
2. HSS / N 3002 : Measure visual acuity	PC1. Confirm patient's existing use of optical correction	<b>200</b>	10	5	5
	PC2. Confirm patient's understanding of procedure and requirements for compliance		10	5	5
	PC3. Identify any cultural and special needs that may influence performance of test		10	5	5
	PC4. Perform tests for visual acuity consistent with personal role, responsibilities and level of competence		25	10	15
	PC5. Select appropriate visual acuity test according to patients age, cooperation, ability and any cultural and special needs		25	10	15
	PC6. Position and align patient at the correct distance from the test chart		10	3	7
	PC7. Change distance from test chart if appropriate		10	3	7
	PC8. Ensure the chart is correctly illuminated for test purpose		10	3	7
	PC9. Instruct patient clearly, including wearing of current optical correction appropriate to the test distance		20	15	5
	PC10. Ensure correct use of occluder		25	10	15
	PC11. Ensure correct use of pinhole		25	10	15
	PC12. Accurately record results and patient responses		20	10	10
			<b>Total</b>		200
3.HSS / N 3003 : Assess refractive status	PC1. Confirm patient's existing use of optical correction	<b>200</b>	20	10	10
	PC2. Confirm patient's understanding of procedure and requirements for compliance		40	20	20
	PC3. Instill mydriatic or cycloplegic drops or ointments as indicated, according to personal role and		30	10	20

	responsibilities and local protocols				
	PC4. Position and align patient correctly		20	10	10
	PC5. Measure refractive error for distance with an autorefractor		30	10	20
	PC6. Document refraction accurately, with correct notation in patient record		20	10	10
	PC7. Transpose the optical prescription as needed		20	5	15
	PC8. Perform additional measurements of refractive error consistent with personal role, responsibilities and level of competence		20	5	15
	<b>Total</b>		200	80	120
4. HSS / N 3004 : Prescribe spectacles and dispense optical prescription accurately	PC1. Confirm patient's existing use of optical correction	<b>200</b>	30	10	20
	PC2. Measure optical prescription of spectacles, including distance, intermediate, near and prismatic corrections of visual aids		70	30	40
	PC3. Transpose optical prescription as needed		70	30	40
	PC4. Document optical prescription accurately, with correct notation in patient record		30	15	15
	<b>Total</b>		200	85	115
5. HSS / N 5505 : Store medical records	PC1. Retain and store the medical records as per the organisation protocol and review them for completion	<b>200</b>	20	10	10
	PC2. Know how to store the medical records		30	10	20
	PC3. Retain all records that reflect the clinical care provided to a patient, including provider notes, nurses' notes, diagnostic testing and medication lists		60	20	40
	PC4. Enter the laboratory results in the report carefully		40	20	20
	PC5. Know how to maintain and store the old records		30	10	20

	PC6. Take approval prior to destroying any old medical record		20	10	10
	<b>Total</b>		200	80	120
6. HSS / N 5506 : Maintain confidentiality of medical records	PC1. How to maintain the confidentiality of the medical records	<b>200</b>	50	20	30
	PC2. That patient information should not be disclosed to any unauthorised person		50	20	30
	PC3. While releasing any information related to patient record follow the organisation policy and procedure and should have written consent by authorised person		50	30	20
	PC4. Medical Records in the department are kept secured and in strict confidentiality		50	30	20
	<b>Total</b>		200	70	130
7. HSS/ N 9610 (Follow infection control policies and procedures)	PC1. Perform the standard precautions to prevent the spread of infection in accordance with organisation requirements	<b>200</b>	5	0	5
	PC2. Perform the additional precautions when standard precautions alone may not be sufficient to prevent transmission of infection		5	0	5
	PC3. Minimise contamination of materials, equipment and instruments by aerosols and splatter		5	5	0
	PC4. Identify infection risks and implement an appropriate response within own role and responsibility		20	10	10
	PC5. Document and report activities and tasks that put patients and/or other workers at risk		5	0	5
	PC6. Respond appropriately to situations that pose an infection risk in accordance with the policies and procedures of the organization		5	0	5
	PC7. Follow procedures for risk control and risk containment for specific risks		10	0	10

PC8. Follow protocols for care following exposure to blood or other body fluids as required	10	0	10
PC9. Place appropriate signs when and where appropriate	20	10	10
PC10. Remove spills in accordance with the policies and procedures of the organization	5	0	5
PC11. Maintain hand hygiene by washing hands before and after patient contact and/or after any activity likely to cause contamination	5	0	5
PC12. Follow hand washing procedures	5	0	5
PC13. Implement hand care procedures	5	0	5
PC14. Cover cuts and abrasions with water-proof dressings and change as necessary	5	5	0
PC15. Wear personal protective clothing and equipment that complies with Indian Standards, and is appropriate for the intended use	5	0	5
PC16. Change protective clothing and gowns/aprons daily, more frequently if soiled and where appropriate, after each patient contact	5	0	5
PC17. Demarcate and maintain clean and contaminated zones in all aspects of health care work			
PC18. Confine records, materials and medicaments to a well-designated clean zone	20	10	10
PC19. Confine contaminated instruments and equipment to a well-designated contaminated zone			
PC20. Wear appropriate personal protective clothing and equipment in accordance with occupational health and safety policies and procedures when handling waste	5	0	5
PC21. Separate waste at the point where it has been generated and dispose of into waste containers that are colour coded and identified	5	0	5

	PC22. Store clinical or related waste in an area that is accessible only to authorised persons		5	5	0
	PC23. Handle, package, label, store, transport and dispose of waste appropriately to minimise potential for contact with the waste and to reduce the risk to the environment from accidental release		5	0	5
	PC24. Dispose of waste safely in accordance with policies and procedures of the organisation and legislative requirements		5	5	0
	PC25. Wear personal protective clothing and equipment during cleaning procedures		5	0	5
	PC26. Remove all dust, dirt and physical debris from work surfaces		5	0	5
	PC27. Clean all work surfaces with a neutral detergent and warm water solution before and after each session or when visibly soiled		5	0	5
	PC28. Decontaminate equipment requiring special processing in accordance with quality management systems to ensure full compliance with cleaning, disinfection and sterilisation protocols		5	0	5
	PC29. Dry all work surfaces before and after use		5	0	5
	PC30. Replace surface covers where applicable		5	0	5
	PC31. Maintain and store cleaning equipment		5	5	0
	<b>Total</b>		200	55	145
<b>Soft Skills and Communication</b>		<b>Pick one field from each part 1 &amp; 2 randomly each carrying 50 marks totaling 100</b>			
Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Total Marks (100)	Out Of	Marks Allocation	
				Viva	Observation/ Role Play
<b>Part 1 (Pick one field randomly carrying 50 marks)</b>					
<b>1. Attitude</b>					

ISS/ N 9603 Act within the limits of one's competence and authority)	PC1. Adhere to legislation, protocols and guidelines relevant to one's role and field of practice	<b>50</b>	4	0	4
	PC2. Work within organisational systems and requirements as appropriate to one's role		4	0	4
	PC3. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority		14	7	7
	PC4. Maintain competence within one's role and field of practice		4	0	4
	PC5. Use relevant research based protocols and guidelines as evidence to inform one's practice		6	3	3
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times		6	3	3
	PC7. Identify and manage potential and actual risks to the quality and safety of practice		6	3	3
	PC8. Evaluate and reflect on the quality of one's work and make continuing improvements		6	3	3
	<b>Total</b>		50	19	31
ISS/ N 9607 Practice code of conduct while performing duties)	PC1. Adhere to protocols and guidelines relevant to the role and field of practice	<b>50</b>	6	2	4
	PC2. Work within organisational systems and requirements as appropriate to the role		6	2	4
	PC3. Recognise the boundary of the role and responsibility and seek supervision when situations are beyond the competence and authority		6	2	4
	PC4. Maintain competence within the role and field of practice		4	0	4
	PC5. Use protocols and guidelines relevant to the field of practice		10	5	5
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times		4	0	4

	PC7. Identify and manage potential and actual risks to the quality and patient safety		4	0	4
	PC8. Maintain personal hygiene and contribute actively to the healthcare ecosystem		10	5	5
	<b>Total</b>		50	16	34
<b>2. Communication Skills</b>					
HSS/ N 9601 (Collate and Communicate Health Information)	PC1. Respond to queries and information needs of all individuals	<b>50</b>	4	4	0
	PC2. Communicate effectively with all individuals regardless of age, caste, gender, community or other characteristics		10	0	10
	PC3. Communicate with individuals at a pace and level fitting their understanding, without using terminology unfamiliar to them		10	0	10
	PC4. Utilise all training and information at one's disposal to provide relevant information to the individual		10	10	0
	PC5. Confirm that the needs of the individual have been met		4	4	0
	PC6. Adhere to guidelines provided by one's organisation or regulatory body relating to confidentiality		4	4	0
	PC7. Respect the individual's need for privacy		4	4	0
	PC8. Maintain any records required at the end of the interaction		4	4	0
	<b>Total</b>		50	30	20
<b>Communication Total</b>		<b>50</b>	50	30	20
<b>Part 2 (Pick one field as per NOS marked carrying 50 marks)</b>					
<b>1. Safety management</b>					
HSS/ N 9606 (Maintain a safe, healthy, and secure working environment)	PC1. Identify individual responsibilities in relation to maintaining workplace health safety and security requirements	<b>50</b>	6	2	4
	PC2. Comply with health, safety and security procedures for the workplace		4	0	4
	PC3. Report any identified breaches in health, safety, and security		4	3	1

	procedures to the designated person				
	PC4. Identify potential hazards and breaches of safe work practices		6	4	2
	PC5. Correct any hazards that individual can deal with safely, competently and within the limits of authority		6	4	2
	PC6. Promptly and accurately report the hazards that individual is not allowed to deal with, to the relevant person and warn other people who may get affected		6	4	2
	PC7. Follow the organisation's emergency procedures promptly, calmly, and efficiently		6	2	4
	PC8. Identify and recommend opportunities for improving health, safety, and security to the designated person		6	4	2
	PC9. Complete any health and safety records legibly and accurately		6	2	4
	<b>Total</b>		50	25	25
<b>2. Waste Management</b>					
HSS/ N 9609 (Follow biomedical waste disposal protocols)	PC1. Follow the appropriate procedures, policies and protocols for the method of collection and containment level according to the waste type	<b>50</b>	6	2	4
	PC2. Apply appropriate health and safety measures and standard precautions for infection prevention and control and personal protective equipment relevant to the type and category of waste		8	4	4
	PC3. Segregate the waste material from work areas in line with current legislation and organisational requirements		4	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		4	2	2



	content of waste				
	PC6. Confirm suitability of containers for any required course of action appropriate to the type of waste disposal		4	4	0
	PC7. Check the waste has undergone the required processes to make it safe for transport and disposal		4	4	0
	PC8. Transport the waste to the disposal site, taking into consideration its associated risks		4	4	0
	PC9. Report and deal with spillages and contamination in accordance with current legislation and procedures		4	4	0
	PC10. Maintain full, accurate and legible records of information and store in correct location in line with current legislation, guidelines, local policies and protocols		4	4	0
	<b>Total</b>		50	32	18
<b>Grand Total-2 (Soft Skills and communication)</b>		<b>100</b>			
<b>Detailed Break Up of Marks</b>					<b>Theory</b>
<b>Subject Domain</b>					<b>Pick all NOS totalling 80 marks</b>
<b>National Occupational Standards (NOS)</b>	<b>Assessment Criteria for the Assessable Outcomes</b>				<b>Weightage</b>
1.HSS / N 3001 : Obtain the case history	PC1. Obtain and record the history of patient having ocular and/or visual symptoms including the onset, course of the disease, diagnostics conducted and treatment				16
	PC2. Obtain and record the history of patient's past ocular diseases and conditions, including history of surgery to eye or ocular adnexae, and details of birth history/ pregnancy where appropriate				
	PC3. Obtain and record a family history of diseases affecting eye or vision, and any relevant general medical conditions or diseases				
	PC4. Obtain and record details of social history including occupation and details of exposure to industrial or occupational hazards				

	PC5. Obtain and record a history of patient's current and past general health and trauma, including any surgical procedures	
	PC6. Obtain and record a history of current medications for ocular conditions and general medical conditions	
	PC7. Obtain and record a history of any allergies or other adverse reactions to treatment	
	PC8. Identify area of concern and inform relevant professional if appropriate	
	TOTAL	16
32. HSS / N 3002 : Measure visual acuity	PC1. Confirm patient's existing use of optical correction	
	PC2. Confirm patient's understanding of procedure and requirements for compliance	
	PC3. Identify any cultural and special needs that may influence performance of test	
	PC4. Perform tests for visual acuity consistent with personal role, responsibilities and level of competence	
	PC5. Select appropriate visual acuity test according to patients age, cooperation, ability and any cultural and special needs	
	PC6. Position and align patient at the correct distance from the test chart	
	PC7. Change distance from test chart if appropriate	
	PC8. Ensure the chart is correctly illuminated for test purpose	
	PC9. Instruct patient clearly, including wearing of current optical correction appropriate to the test distance	
	PC10. Ensure correct use of occluder	
	PC11. Ensure correct use of pinhole	
	PC12. Accurately record results and patient responses	
	TOTAL	10
.HSS / N 3003 : Assess refractive status	PC1. Confirm patient's existing use of optical correction	10

	PC2. Confirm patient's understanding of procedure and requirements for compliance	
	PC3. Instill mydriatic or cycloplegic drops or ointments as indicated, according to personal role and responsibilities and local protocols	
	PC4. Position and align patient correctly	
	PC5. Measure refractive error for distance with an autorefractor	
	PC6. Document refraction accurately, with correct notation in patient record	
	PC7. Transpose the optical prescription as needed	
	PC8. Perform additional measurements of refractive error consistent with personal role, responsibilities and level of competence	
	<b>TOTAL</b>	<b>10</b>
HSS / N 3004 : Prescribe spectacles and dispense optical prescription accurately	PC1. Confirm patient's existing use of optical correction	16
	PC2. Measure optical prescription of spectacles, including distance, intermediate, near and prismatic corrections of visual aids	
	PC3. Transpose optical prescription as needed	
	PC4. Document optical prescription accurately, with correct notation in patient record	
	<b>TOTAL</b>	<b>16</b>
HSS / N 5505 : Store medical records	PC1. Retain and store the medical records as per the organisation protocol and review them for completion	10
	PC2. Know how to store the medical records	
	PC3. Retain all records that reflect the clinical care provided to a patient, including provider notes, nurses' notes, diagnostic testing and medication lists	
	PC4. Enter the laboratory results in the report carefully	
	PC5. Know how to maintain and store the old records	
	PC6. Take approval prior to destroying any old medical record	
	<b>TOTAL</b>	<b>10</b>
HSS / N 5506 : Maintain confidentiality of medical records	PC1. How to maintain the confidentiality of the medical records	10
	PC2. That patient information should not be disclosed to any unauthorised person	
	PC3. While releasing any information related to patient record follow the organisation policy and procedure and should have written consent by authorised person	

	PC4. Medical Records in the department are kept secured and in strict confidentiality	
	<b>Total</b>	10
HSS/ N 9610: Follow infection control policies and procedures	PC1. Perform the standard precautions to prevent the spread of infection in accordance with organisation requirements	8
	PC2. Perform the additional precautions when standard precautions alone may not be sufficient to prevent transmission of infection	
	PC3. Minimise contamination of materials, equipment and instruments by aerosols and splatter	
	PC4. Identify infection risks and implement an appropriate response within own role and responsibility	
	PC5. Document and report activities and tasks that put patients and/or other workers at risk	
	PC6. Respond appropriately to situations that pose an infection risk in accordance with the policies and procedures of the organization	
	PC7. Follow procedures for risk control and risk containment for specific risks	
	PC8. Follow protocols for care following exposure to blood or other body fluids as required	
	PC9. Place appropriate signs when and where appropriate	
	PC10. Remove spills in accordance with the policies and procedures of the organization	
	PC11. Maintain hand hygiene by washing hands before and after patient contact and/or after any activity likely to cause contamination	
	PC12. Follow hand washing procedures	
	PC13. Implement hand care procedures	
	PC14. Cover cuts and abrasions with water-proof dressings and change as necessary	
	PC15. Wear personal protective clothing and equipment that complies with Indian Standards, and is appropriate for the intended use	
	PC16. Change protective clothing and gowns/aprons daily, more frequently if soiled and where appropriate, after each patient contact	

PC17. Demarcate and maintain clean and contaminated zones in all aspects of health care work	
PC18. Confine records, materials and medicaments to a well-designated clean zone	
PC19. Confine contaminated instruments and equipment to a well-designated contaminated zone	
PC20. Wear appropriate personal protective clothing and equipment in accordance with occupational health and safety policies and procedures when handling waste	
PC21. Separate waste at the point where it has been generated and dispose of into waste containers that are colour coded and identified	
PC22. Store clinical or related waste in an area that is accessible only to authorised persons	
PC23. Handle, package, label, store, transport and dispose of waste appropriately to minimise potential for contact with the waste and to reduce the risk to the environment from accidental release	
Dispose of waste safely in accordance with policies and procedures of the organisation and legislative requirements	
PC26. Remove all dust, dirt and physical debris from work surfaces	
PC27. Clean all work surfaces with a neutral detergent and warm water solution before and after each session or when visibly soiled	
PC28. Decontaminate equipment requiring special processing in accordance with quality management systems to ensure full compliance with cleaning, disinfection and sterilisation protocols	
PC29. Dry all work surfaces before and after use	
PC30. Replace surface covers where applicable	
PC31. Maintain and store cleaning equipment	
<b>Total</b>	<b>8</b>
<b>Grand Total-1 (Subject Domain)</b>	<b>80</b>

Soft Skills and Communication		Select all NOS totalling 20
National Occupational Standards (NOS)	Assessment Criteria for the Assessable Outcomes	Weightage
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	4
	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	
	<b>TOTAL</b>	4
HSS / N 9601 : Collate and communicate health information	PC1. Respond to queries and information needs of all individuals	4
	PC2. Communicate effectively with all individuals regardless of age, caste, gender, community or other characteristics	
	PC3. Communicate with individuals at a pace and level fitting their understanding, without using terminology unfamiliar to them	
	PC4. Utilise all training and information at one's disposal to provide relevant information to the individual	
	PC5. Confirm that the needs of the individual have been met	

	PC6. Adhere to guidelines provided by one’s organisation or regulatory body relating to confidentiality	
	PC7. Respect the individual’s need for privacy	
	PC8. Maintain any records required at the end of the interaction	
	<b>TOTAL</b>	<b>4</b>
HSS/ N 9607 (Practice Code of conduct while performing duties)	PC1. Adhere to protocols and guidelines relevant to the role and field of practice	4
	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	
	TOTAL	4
HSS/ N 9606 (Maintain a safe, healthy, and secure working environment)	PC1. Identify individual responsibilities in relation to maintaining workplace health safety and security requirements	4
	PC2. Comply with health, safety and security procedures for the workplace	
	PC3. Report any identified breaches in health, safety, and security procedures to the designated person	
	PC4. Identify potential hazards and breaches of safe work practices	
	PC5. Correct any hazards that individual can deal with safely, competently and within the limits of authority	
	PC6. Promptly and accurately report the hazards that individual is not allowed to deal with, to the relevant person and warn other people who may get affected	
	PC7. Follow the organisation’s emergency procedures promptly, calmly, and efficiently	

	PC8. Identify and recommend opportunities for improving health, safety, and security to the designated person	
	PC9. Complete any health and safety records legibly and accurately	
	<b>TOTAL</b>	<b>4</b>
9609	PC1. Follow the appropriate procedures, policies and protocols for the method of collection and containment level according to the waste type	<b>4</b>
	PC2. Apply appropriate health and safety measures and standard precautions for infection prevention and control and personal protective equipment relevant to the type and category of waste	
	PC3. Segregate the waste material from work areas in line with current legislation and organisational requirements	
	PC4. Segregation should happen at source with proper containment, by using different colour coded bins for different categories of waste	
	PC5. Check the accuracy of the labelling that identifies the type and content of waste	
	PC6. Confirm suitability of containers for any required course of action appropriate to the type of waste disposal	
	PC7. Check the waste has undergone the required processes to make it safe for transport and disposal	
	PC8. Transport the waste to the disposal site, taking into consideration its associated risks	
	PC9. Report and deal with spillages and contamination in accordance with current legislation and procedures	
	PC10. Maintain full, accurate and legible records of information and store in correct location in line with current legislation, guidelines, local policies and protocols	
	<b>TOTAL</b>	<b>4</b>
<b>Grand Total-2 (Soft Skills and Communication)</b>		<b>20</b>





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**Healthcare  
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Skill Council**

**Corporate Office:**

**Healthcare Sector Skill Council**

711, 7th Floor, DLF Tower A, Jasola District Center

New Delhi - 110025, India

Tel : 011-41017346,40505850

Email : [info@healthcare-ssc.in](mailto:info@healthcare-ssc.in)

Website: [www.healthcare-ssc.in](http://www.healthcare-ssc.in)

**Registered Office:**

**Healthcare Sector Skill Council**

23, Institutional Area, Lodi Road,

The Mantosh Sondhi Centre,

New Delhi – 110 003 (India)

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