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NCERT

### PSS Central Institute of Vocational Education

(a constituent unit of NCERT, an autonomous organization  
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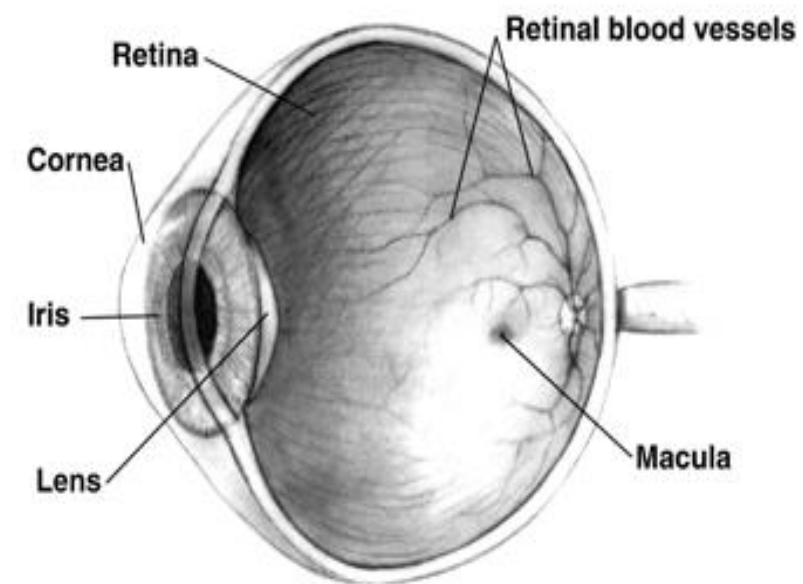
## Competency Based Curriculum

(Classes 9 to 12; NSQF Levels 1 to 4)

**Course: Healthcare**

**(Job Role : Vision Technician)**

**QP Ref. Id.: HSS-Q3001**



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**Dr. Vinay Swarup Mehrotra**

Professor & Head

Curriculum Development and Evaluation Centre (CDEC),  
National Skills Qualifications Framework Cell (NSQFC) and  
Electronic Media Development Centre (EMDC)



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Shyamla Hills, Bhopal - 462 013, M.P., India

## COMPETENCY BASED CURRICULUM

Healthcare (Job Role: Vision Technician, QP Ref. Id.: HSS-Q3001)  
(Classes 9 to 12; NSQF Levels 1 to 4)

*March, 2015*

*Publication No: 251-7-3-3H*

*No of copies: 300*

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*Published by the Joint Director, PSS Central Institute of Vocational Education, Shyamla Hills, Bhopal-462 013, M.P.  
India and printed at Gupta Graphics, Bhopal.*

## Preface

The Ministry of Human Resource Development (MHRD), Government of India introduced vocational courses from Class 9<sup>th</sup> onwards under the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education. The MHRD also developed a National Vocational Education Qualifications Framework (NVEQF), which was subsumed in National Skills Qualifications Framework (NSQF) in 2013. The NSQF organizes qualifications according to a series of levels of knowledge and skills. These levels are defined in terms of learning outcomes i.e. the competencies (knowledge, skills and attitude) which the learners must possess, regardless of whether they were acquired through formal, non-formal or informal education and training system. Qualifications are made up of occupational standards for specific areas of learning units or unit of competency. Units of competency are the specification of knowledge and skill to the standard of performance expected in the workplace. The unit of competency or National Occupation Standards, comprising generic and technical competencies that an employee should possess, are laid down by the Sector Skill Council of the respective economic or social sector.

Competency is defined in terms of what a person is required to do (performance), under what conditions it is done (conditions) and how well it is to be done (standards). It can be broadly categorized into foundational, practical and reflexive competencies. Generic competencies are considered essential for a person to participate effectively in the workforce, whereas technical competencies are an individual's knowledge and expertise in the specific group task, its processes and its rules and regulations.

The competency based curriculum is broken down into coherent parts known as Units. Each unit is further broken down into knowledge and skills on the basis of which evidence is to be provided by the learner and the evaluation is to be done by the teacher or trainer.

The PSS Central Institute of Vocational Education (PSSCIVE), a constituent unit of National Council of Educational Research & Training (NCERT) is an apex research and development Institute for vocational education. The institute has been mandated by the MHRD to develop curricula and courseware for vocational subjects to be introduced from Classes 9 to 12 under the NSQF.

The curriculum has been developed and reviewed by a group of experts and their contributions are admirably acknowledged. The utility of the curriculum will be adjudged by the qualitative improvement that it brings about in teaching-learning in vocational subjects. The feedback and suggestions on the content will be of immense value to us in bringing about necessary improvement in the curriculum.

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## 1.0 About the Course

Healthcare sector in India has been growing rapidly over the years and is estimated to reach US\$ 280 billion by 2020. The healthcare industry comprises hospitals, medical devices, clinical trials, outsourcing, telemedicine, health insurance, medical tourism and medical equipment. The sector is also experiencing an incremental demand for human resources across verticals; from doctors, nurses to allied health professionals and technicians. As per the recent PHFI (Public Health Foundation of India) report, India has a shortfall of 6.4 million allied health professionals in the country. Vision technician in the healthcare industry is also known as Eye Technician. Vision technician tests and measures eye function to assist Ophthalmologist to diagnose and treat eye disorders and disease. Technicians are usually required to wear protective eyewear, masks and gloves.

A Vision Technician performs administrative and certain clinical duties. Administrative duties include scheduling appointments and maintaining medical records. Clinical duties include taking and recording vital signs and medical histories, preparing patients for examination, and dispensing ophthalmic prescription. This job requires individuals to have patience, manual dexterity and confidence. The basic requirements for becoming Vision Technician are analytical skills, mechanical aptitude, good vision, coordination and self-disciplined. The work ethics, characterized by dedication and persistence and the ability to deal tactfully with patients are some of the essential qualities that one should possess to become a successful Vision Technician. With these qualities, a Vision Technician can explore job opportunities in eyewear manufacturing units, optical lens manufacturing units, eye clinics, and hospitals.

What Eye Technicians or Vision Technicians do?

- Schedule appointments for patients.
- Record patients' medical history, vital statistics, or information such as test results in medical records.
- Interview patients to obtain medical information and measure their vital signs, weight, and height.
- Explain treatment procedures, medications, diets, or physicians' instructions to patients.
- Inventory and order medical, lab, or office supplies or equipment.
- Clean and sterilize instruments and dispose of contaminated supplies.
- Help physicians examine and treat patients, handing them instruments or materials or performing such tasks as giving injections or removing sutures.
- Perform general office duties, such as answering telephones, taking dictation, or completing insurance forms.
- Contact medical facilities or departments to schedule patients for tests or admission.
- Prepare and administer medications as directed by a physician.
- Change dressings on wounds.
- Collect blood, tissue, or other laboratory specimens, log the specimens, and prepare them for testing.
- Operate equipment to administer routine diagnostic or laboratory tests.
- Perform routine laboratory tests and sample analyses.



## 2.0 Objectives of the Course

On completion of this course, you will be able to:

- Demonstrate the knowledge of modern computers and their parts and peripherals
- Communicate effectively at workplace
- Demonstrate the knowledge of health, safety and security issues and follow best practices
- Demonstrate the knowledge of rules and regulations practiced in a Vision Care Centre
- Demonstrate the knowledge of the roles, functions and layout of a Vision Care Clinic
- Demonstrate the knowledge of documents that should be maintained in Vision Care Clinic
- Identify common eye problems and infections
- Describe the various record and forms used for obtaining case history of patients
- Describe the precautions and procedures to be followed for obtaining case history of patients
- Greet people and give self-introduction
- Handle patient's complaints effectively
- Describe structure of human eye
- Store medical records properly
- Demonstrate the knowledge of various universal precaution for eyes
- Demonstrate how to assess refractive status
- Demonstrate how to follow biomedical waste disposal protocols
- Demonstrate how to measure visual acuity
- Demonstrate the knowledge of contact lenses
- Demonstrate the knowledge of how to collate and communicate health information
- Demonstrate the knowledge of spectacles and dispense optical prescription accurately
- Demonstrate the knowledge of code of conduct while performing duties
- Describe infection control policies and procedures
- Demonstrate the knowledge of different eye solutions and accessories

### 3.0 Course Structure

This course is a planned sequence of instructions consisting of modules called as Units.

NSQF Level 1 (Class 9)				
S. No.	Unit Code	Unit Title	No. of Notional Learning Hours	Pre-requisite Unit, if any
1.	HSVT101-NQ2015	Introduction to Computers and Internet Navigation	25	Nil
2.	HSVT102-NQ2015	Communication at Workplace	25	Nil
3.	HSVT103-NQ2015	Personality Development	15	Nil
4.	HSVT104-NQ2015	Vision Care Clinic	15	Nil
5.	HSVT105-NQ2015	Common Eye Problems	15	Nil
6.	HSVT106-NQ2015	Obtaining Case History of Patients	15	Nil
<b>Total</b>			110	

Successful completion of 110 hours of theory sessions and 90 hours of practical activities and on-the-job learning is to be done for full qualification.

NSQF Level 2 (Class 10)				
S. No.	Unit Code	Unit Title	No. of Notional Learning Hours	Pre-requisite Unit, if any
1.	HSVT201-NQ2015	Advance Computer Training	30	HSVT101-NQ2015
2.	HSVT202-NQ2015	Communication at Workplace (Basic)	30	HSVT102-NQ2015
3.	HSVT203-NQ2015	Customer Centricity	10	Nil
4.	HSVT204-NQ2015	Structure of Human Eye	20	Nil
5.	HSVT205-NQ2015	Basic Visual Assessment	20	Nil
5.	HSVT206-NQ2015	Storing Medical Records	15	Nil
<b>Total</b>			125	

Successful completion of 125 hours of theory sessions and 75 hours of practical activities and on-the-job learning is to be done for full qualification.

NSQF Level 3 (Class 11)				
S.No.	Unit Code	Unit Title	No. of Notional Learning Hours	Pre-requisite Unit, if any
1.	HSVT301-NQ2015	Health, Hygiene, Safety and Ergonomics	20	Nil
2.	HSVT302-NQ2015	Communication at Workplace (Intermediate)	30	HSVT202-NQ2015
3.	HSVT303-NQ2015	Universal Precautions	10	Nil
4.	HSVT304-NQ2015	Assessing Refractive Status	15	Nil
5.	HSVT305-NQ2015	Biomedical Waste Disposal Protocols	10	Nil
6.	HSVT306-NQ2015	Measuring Visual Acuity	15	Nil
7.	HSVT307-NQ2015	Contact Lenses	10	Nil
<b>Total</b>			110	

Successful completion of 110 hours of theory sessions and 190 hours of practical activities and on-the-job learning is to be done for full qualification.

NSQF Level 4 (Class 12)				
S.No.	Unit Code	Unit Title	No. of Notional Learning Hours	Pre-requisite Unit, if any
1.	HSVT401-NQ2015	Communicating Health Information	25	Nil
2.	HSVT402-NQ2015	Communication at Workplace (Advanced)	25	HSVT302-NQ2015
3.	HSVT403-NQ2015	Safety, Health and Environment	15	Nil
4.	HSVT404-NQ2015	Spectacles and Optical Prescription	15	Nil
5.	HSVT405-NQ2015	Code of Conduct	15	Nil
6.	HSVT406-NQ2015	Infection Control Policies and Procedures	15	Nil
7.	HSVT407-NQ2015	Eye Solutions and Accessories	15	Nil
<b>Total</b>			125	

Successful completion of 125 hours of theory sessions and 175 hours of practical activities and on-the-job learning is to be done for full qualification.

## 4.0 Classroom Activities

Classroom activities are an integral part of this program and interactive lecture sessions, followed by discussions should be conducted by trained teachers. Teachers should make effective use of a variety of instructional aids, such as Videos, Colour Slides, Charts, Diagrams, Models, Exhibits, Hand-outs, Recorded Compact Discs, etc. to transmit knowledge in projective and interactive mode.

## 5.0 Practical Activities

Activities that provide practical experience in clinical set up would include hands on training on mannequins, simulated clinical set up, case based problems, role play, games, etc. on various clinical incidents and practical exercises in skill lab. Equipment and supplies should be provided to enhance hands-on experiences for students. Trained personnel should teach specialized techniques. A training plan signed by teacher that reflects equipment, skills and tasks should be prepared for training of the students in the organization/industry.

## 6.0 On-the-Job Training

On-the-job training (OJT) occurs whenever more experienced employee or supervisor teaches less experienced person on how to do one or more tasks of a job. The training utilizes actual equipment and materials. OJT should be undertaken in a structured manner with a training plan under the supervision of an experienced trainer or supervisor. A training plan that reflects tasks to be performed and competencies to be imparted should be prepared and signed by the student, teacher, and supervisor at the workplace for training of the students in the organization/industry. The trainer should break down all the steps of the job and train the students as per the training plan. In a structured OJT, the following steps should be followed:

Step 1: The Instructor or the trainer tell, show, demonstrate, and explain. The trainer gives an overview of the task while explaining the constructional details and use of the tools, equipment, materials, etc. in performing the tasks.

Step 2: The Instructor or the trainer demonstrates each step in detail, actually doing the steps of the task and explaining each step, one at a time, while the trainee watches. The steps may not necessarily be demonstrated in the sequence of actual operation, as sometimes it is better that simple tasks are demonstrated first to build confidence. Showing finished products at each appropriate step will help the learner understand what is required as outcome. While demonstrating, the trainer explains why each step is done in the way it is done.

Step 3: It involves direct trainee participation. The trainer monitors the progress on a checklist of competencies and offers feedback and pointers where and when needed.

Step 4: The trainee practices with clearly defined targets for performance standards.

## 7.0 Certification

Upon successful completion of this course the State Education Board and the Healthcare Sector Skill Council (HSSC) will provide a certificate to the student verifying the competencies acquired by the candidate. For more details about HSSC visit the website of Healthcare Sector Skill Council at <http://www.healthcare-ssc.in/>

## 8.0 Syllabus - Achievement Standards and Teaching/Training Methods

### NSQF Level 1 (Class 9)

Unit Code: HSVT 101- NQ2015		Unit Title: Introduction to Computers and Internet Navigation		
Location:  Classroom and Computer Lab	Duration: 25 hours			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	Demonstrate the use of computer peripherals	<ol style="list-style-type: none"> <li>1. Describe the parts of a computer system</li> <li>2. Describe the use of different types of software</li> <li>3. Differentiate between primary and secondary memory</li> <li>4. Differentiate between system software and application software</li> <li>5. Distinguish between common I/O ports and connectors</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify hardware components of computer</li> <li>2. Connect various parts and devices of computer system.</li> <li>3. Start and shut down a computer system</li> </ol>	<p><b>Interactive lecture:</b> Introduction to computer system</p> <p><b>Activity:</b> Practice sessions on identification of various components of computer system and connecting them to the Central Processing Unit (CPU)</p>
	Manage files and folders	<ol style="list-style-type: none"> <li>1. Describe the purpose of files and folders</li> <li>2. Describe the procedure for locating files and folders on the drive</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a file and folder.</li> <li>2. Locate and rename a folder and file</li> <li>3. Delete a file or folder.</li> <li>4. COPY-PASTE file and folder</li> <li>5. CUT-PASTE file and folder</li> </ol>	<p><b>Interactive lecture:</b> Managing files and folders</p> <p><b>Activity:</b> Practice sessions on managing files and folders</p>
Demonstrate the use of Internet, surfing and social networking sites	<ol style="list-style-type: none"> <li>1. Describe purpose of internet and world wide web</li> <li>2. Explain the terms - Internet Service Provider, Uniform Resource Locator, Hyperlink, etc.</li> <li>3. Name different web browsers</li> <li>4. Describe the risks associated with the online activities, like unintentional disclosure of personal information, bullying or harassment, targeting of users by predators and virus</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate how to connect to internet</li> <li>2. Open and close web browsing application</li> <li>3. Enter the URL in the address bar</li> <li>4. Search documents using search engines</li> <li>5. Navigate forward and backward between previously visited webpages</li> <li>6. Carry out search for specific information using a keyword and phrase</li> <li>7. Save a page to a</li> </ol>	<p><b>Interactive lecture:</b> Internet and using the browsers and social networking sites</p> <p><b>Activity:</b> Practice sessions on using internet and social networking sites and use different search engines</p>	

			location 8. Set the browsers webpage 9. Block and allow pop-ups and cookies 10. Delete browsing history	
	Demonstrate the use of Email	1. Describe the purpose of email 2. Explain the structure of email address 3. Describe the various features of email and their uses 4. Describe the advantages of using email, like speed of delivery, low cost, facility for attachment of documents, spell check facility, etc. 5. Describe the difference between the To, CC and BCC fields. 6. Describe the procedure of sending, forwarding and searching emails 7. Discuss the best practices to be adopted while using email	1. Create an email account 2. Compose an email 3. Insert and remove a file attachment 4. Open the Sent box to see the emails sent 5. Add signatures 6. Prepare and save a draft message in Drafts folder 7. Use a spell check tool for checking spelling mistakes and correcting spelling errors 8. Copy text from another source into an email 9. Retrieve emails saved in the Drafts box and edit them before sending. 10. Flag email as Spam and recover email from Spam folder 11. Manage an email account by moving emails into folders/labels 12. Manage email account by deleting unwanted messages from inbox and trash folder 13. Update an address book from incoming email 14. Search for email	<b>Interactive lecture:</b> Using Email services  <b>Activity:</b> Practice sessions on opening and managing email account

<b>Unit Code:</b> HSVT 102- NQ2015		<b>Unit Title: Communication at Workplace</b>		
<b>Duration: 25 hours</b>				
<b>Location:</b>	<b>Learning Outcome</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching and Training Method</b>
Classroom	Identify elements of communication cycle	1. Describe the meaning of communication 2. State the different elements of communication cycle	1. Identify elements of communication cycle 2. Draw a diagram of communication	<b>Interactive lecture:</b> Elements of communication cycle

		3. Differentiate between Sender, Message, Medium, Receiver and Feedback. 4. Describe the importance of active listening	cycle	<b>Activity:</b> Drawing a communication cycle  Case based problems
	Provide feedback	1. Describe the meaning of feedback 2. Describe the importance of feedback 3. Describe the characteristics of feedback 4. Differentiate between descriptive and specific feedback	1. Construct a sentence for providing descriptive and specific feedback 2. Demonstrate the use of different characteristics of feedback	<b>Interactive lecture:</b> Characteristics of feedback  <b>Activity:</b> Assignment on constructing sentences for providing descriptive and specific feedback  Case based problems
	Overcome barriers in communication	1. Describe the factors that act as communication barrier 2. Describe the ways to overcome barriers in effective communication	1. Enlist barriers to effective communication at workplace 2. Demonstrate the ability to overcome barriers in communication	<b>Interactive lecture:</b> Barriers in communication  <b>Activity:</b> Group discussion on factors responsible for barrier in communication
	Apply principles of communication	1. Describe the various principles of effective communication	1. Construct a sentence that convey all facts required by the receiver 2. Construct a sentence emphasizing on specific message 3. Communicate in a manner that shows respect to the receiver	<b>Interactive lecture:</b> Principles of effective communication  <b>Activity:</b> Role play, games and assignment on constructing sentences that convey facts and emphasize on specific message

<b>Unit Code:</b> HSVT 103- NQ2015	<b>Unit Title: Personality Development</b>			
<b>Location:</b>	Duration: 15 hours			
Classroom	<b>Learning Outcome</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching and Training Method</b>
	Describe the basic personality traits, types and disorders	1. Describe the meaning of personality 2. Describe how personality influence	1. Demonstrate the knowledge of different personality types	<b>Interactive lecture:</b> Personality traits, types and disorders  <b>Activity:</b>

		<p>others</p> <p>3. Describe basic personality traits</p> <p>4. Describe common personality disorders- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive</p>		Role Play
Demonstrate the ability to communicate clearly and politely on telephone	<p>1. Describe the procedure of greeting the customer on telephone call</p> <p>2. Enlist the preparations to be made before receiving a telephone call</p>	<p>1. Demonstrate the ability to convey message clearly and completely over telephone</p> <p>2. Demonstrate the procedure for leaving message on telephone</p> <p>3. Demonstrate the procedure to answer the telephone call</p>	<p><b>Interactive lecture:</b> Communicating clearly and politely on telephone</p> <p><b>Activity:</b> Games based on improvement of telephonic conversation's skills</p>	
Demonstrate the ability to work independently	<p>1. Describe the importance of the ability to work independently</p> <p>2. Describe the types of Self Awareness</p> <p>3. Describe the meaning of Self-motivation and Self-regulation</p>	<p>1. Setting goals</p> <p>2. Plan and finish tasks in a specific period, with no help or directives</p> <p>3. Demonstrate how to work independently</p> <p>4. Demonstrate the qualities required for working independently</p>	<p><b>Interactive lecture:</b> Working independently</p> <p><b>Activity:</b> Complete a task independently within a specific time period without any help</p>	
Demonstrate team work skills	<p>1. Describe the important factors in team building</p> <p>2. Describe factors influencing team work</p>	<p>1. Demonstrate the ability to work in a team</p>	<p><b>Interactive lecture:</b> Importance of team work</p> <p><b>Activity:</b> Playing games for improving team work skills</p> <p>Group discussion</p>	
Demonstrate impressive appearance and grooming	<p>1. Describe the importance of dressing appropriately, looking decent and positive body language</p> <p>2. Describe the term grooming</p> <p>3. Prepare a grooming checklist</p> <p>4. Describe the techniques of self-exploration</p>	<p>1. Demonstrate impressive appearance and groomed personality</p> <p>2. Demonstrate ability to self- explore</p>	<p><b>Interactive lecture:</b> Importance of impressive appearance and grooming</p> <p><b>Activity:</b> Prepare a chart of different dressing styles for various occasions</p> <p>Practice session on self-exploration</p>	

Unit Code: HSVT104- NQ2015		Unit Title: Vision Care Clinic		
Location:  Classroom and Vision Care Clinic/Hospital	Duration: 15 hours			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	Describe the purpose and functions of a Vision Care Clinic	<ol style="list-style-type: none"> <li>1. Explain the importance/significance of Vision Care Clinic</li> <li>2. Describe the functions of a Vision Care Clinic</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of functions of vision care clinic</li> <li>2. Identify the purpose of vision care clinic</li> </ol>	<p><b>Interactive lecture:</b> Purpose and functions of Vision Care Clinic</p> <p><b>Activity:</b> Visit to a Vision Care Clinic and understand the functions of the clinic</p>
	Demonstrate the knowledge of the layout of a Vision Care Clinic	<ol style="list-style-type: none"> <li>1. Describe the layout of a Vision Care Clinic</li> <li>2. Differentiate between the layout of a general clinic and vision care clinic</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the layout of a vision care clinic</li> </ol>	<p><b>Interactive lecture:</b> Layout of a vision care clinic</p> <p><b>Activity:</b> Visit to a clinic and understand the layout of a vision care clinic</p>
	Describe the registration process adopted at Vision Care Clinic	<ol style="list-style-type: none"> <li>1. Describe the requirement of the licence for Vision Care Clinic</li> <li>2. Describe the regulations related to the staff of the Vision Care Clinic</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the process of getting licence of Vision Care Clinic</li> <li>2. Prepare a flow chart of registration process for Vision Care Clinic</li> </ol>	<p><b>Interactive lecture:</b> Describe the process of registration of Vision Care Clinic</p> <p><b>Activity:</b> Visit to a clinic and understand the registration process</p> <p>Case study</p>
	Describe the importance of the sign board, its content and suitable location	<ol style="list-style-type: none"> <li>1. Describe the norms and rules for installing a sign board</li> <li>2. Describe suitable spots for placing the sign board</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the procedure of identifying the size, content and the suitable location for a sign board</li> <li>2. Design the content of the sign board for vision care clinic</li> </ol>	<p><b>Interactive lecture:</b> Importance of a sign board, its content and suitable location</p> <p><b>Activity:</b> Visit a Vision Care Clinic to see the size of the sign board, the content body and the place where the board is located</p>
	Demonstrate the knowledge of different documents that should be maintained in vision care clinic	<ol style="list-style-type: none"> <li>1. Describe the types of document used in vision care clinic</li> <li>2. Describe the different registers maintained in vision care clinic</li> <li>3. Describe the different medical certificates issued</li> <li>4. Describe the rules and regulation related to treatment of patient</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate how to maintain different registers in an eye clinic</li> <li>2. Demonstrate the procedure of keeping records</li> </ol>	<p><b>Interactive lecture:</b> Documents maintained in vision care clinic</p> <p><b>Activity:</b> Visit the clinic and study the different records and documents</p>



Unit Code: HSVT105- NQ2015		Unit Title: Common Eye Problems		
Location:		Duration: 15 hours		
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom and Vision Care Clinic/Hospital	Demonstrate the knowledge of common eye problems	1. Describe common eye problems	1. Demonstrate how to prevent eye infection 2. Demonstrate the knowledge of common eye problems, which may include: a) Pink eye or conjunctivitis b) Viral keratitis c) Fungal keratitis d) Age related macular degeneration e) Diabetic eye disease/diabetic retinopathy f) Glaucoma	<b>Interactive lecture:</b> Common eye problems  <b>Activity:</b> Case study
	Describe the symptoms related to common eye problems	1. Describe different symptoms related to eye problems	1. Demonstrate the knowledge of techniques to trace out the specific eye problems from the symptom 2. Demonstrate the knowledge of symptoms of common eye problems, which may include: a) Red eyes b) Pain c) Eye discharge d) Dry eyes e) Watery eyes f) Light sensitivity g) Swollen eyes h) Swelling around the eyes i) Itching j) Blurry vision	<b>Interactive lecture:</b> Symptoms related to common eye problems  <b>Activity:</b> Case study
	Identify different eye infections and eye injuries	1. Describe the treatment and infection of the eyes	1. Demonstrate the knowledge of identification of eye disease and its treatment 2. Differentiate between eye infections and eye injuries	<b>Interactive lecture:</b> Eye infections and eye injuries  <b>Activity:</b> Case study
	Demonstrate the knowledge of the clinical trials related to eye disease	1. Describe the methods related to clinical trials	1. Demonstrate the knowledge of the clinical trials related to eye diseases	<b>Interactive lecture:</b> Clinical trials related to eye disease  <b>Activity:</b> Case study

Unit Code: HSVT106- NQ2015		Unit Title: Obtaining Case History of Patients			
Location:  Classroom and Vision Care Clinic/Hospital	Duration: 15 hours				
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method	
	Demonstrate the knowledge of obtaining and recording the case history of a patient	<ol style="list-style-type: none"> <li>Describe how to obtain and record patient's optometric histories</li> <li>Describe the various aspects of patient's case history</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate the procedure of recording the optometric history of patients having ocular or visual symptoms</li> </ol>	<b>Interactive lecture:</b> Observing and recording case history of a patient  <b>Activity:</b> Visit an eye clinic and watch the process to record the history of the patient  Practice the demo session to record the case history of a patient	
	Describe the role and responsibility of vision technician in documenting and maintaining patient's case history	<ol style="list-style-type: none"> <li>Describe the responsibilities of a vision technician</li> </ol>	<ol style="list-style-type: none"> <li>Describe the purpose for documenting patient's case history</li> <li>Explain the requirement of confidentiality as per the clinic/hospital</li> </ol>	<b>Interactive lecture:</b> Role and responsibility of vision technician in documenting and maintaining patient's case history  <b>Activity:</b> Visit an Eye clinic to study the role and responsibility of Vision Technician in recording, documenting and maintaining case history	
	Integrate historical, physical, social, and ancillary data into differential diagnoses and treatment plans	<ol style="list-style-type: none"> <li>Describe the indications for various diagnostic tests and treatment modalities</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate the process of collecting various kinds of data of the patient and utilize it for differential diagnoses and treatment plans</li> <li>Explain the purpose of different types of records and forms, which may include: <ol style="list-style-type: none"> <li>Clinical records</li> <li>Referral forms</li> <li>Inventory forms</li> </ol> </li> </ol>	<b>Interactive lecture:</b> Integrating the patient's historical, physical, social, and ancillary data for differential diagnoses and treatment plans  <b>Activity:</b> Case study	
Assess the patient's health and determine the functionality of patients' eyes	<ol style="list-style-type: none"> <li>Describe the patient's conditions based on the patients' case histories</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate the skills of assessing the patient's health and determine the functionality of patient's eyes</li> </ol>	<b>Interactive lecture:</b> Assessing the patient's health of patient's eyes  <b>Activity:</b> Case study		

## NSQF Level 2 (Class 10)

Unit Code: HSVT201- NQ2015		Unit Title: Advance Computer Training			
Location:  Classroom and Computer Laboratory		Duration: 30 hours			
		Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
		Demonstrate knowledge of using applications of Windows 8 and Linux operating systems	<ol style="list-style-type: none"> <li>1. Describe functions of different desktop applications of Windows 8 Operating System</li> <li>2. Describe functions of different desktop applications of Linux Operating System</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the use of various applications of Windows 8 Operating Systems</li> <li>2. Demonstrate the use of various applications of Linux Operating Systems</li> <li>3. Draw flow chart for accessing, opening and closing the applications in the Windows 8 and Linux operating systems</li> </ol>	<p><b>Interactive lecture:</b> Using applications of Windows 8 and Linux operating systems</p> <p><b>Activity:</b> Practical session on using applications of Windows 8 and Linux operating systems</p>
		Demonstrate knowledge of Microsoft Word	<ol style="list-style-type: none"> <li>1. State the tasks that can be performed on MS word</li> <li>2. Describe different objects of MS word</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate how to perform following activities in MS-Word :               <ul style="list-style-type: none"> <li>• Format text</li> <li>• Use Word Art</li> <li>• Use Clip Art, shapes and Smart Art</li> <li>• Align the text</li> <li>• Insert symbols</li> <li>• Insert page borders</li> <li>• Insert Tables</li> <li>• Set Orientation</li> <li>• Insert Headers, Footers and Page Number</li> <li>• Make different types of Chart</li> <li>• Modify Line Spacing, Create Bulleted and Numbered Lists</li> <li>• Spell and Grammar Check</li> <li>• Save Document</li> <li>• Print Document</li> <li>• Use Help Option</li> </ul> </li> </ol>	<p><b>Interactive lecture:</b> Working on Microsoft Word</p> <p><b>Activity:</b> Practice session on Microsoft Word</p>
Demonstrate knowledge of Microsoft Excel	<ol style="list-style-type: none"> <li>1. State the tasks that can be performed on MS Excel</li> <li>2. Describe different objects of MS Excel</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate how to perform following activities in MS-Word               <ul style="list-style-type: none"> <li>• Format cells</li> <li>• Insert Rows and Columns</li> <li>• Use multiple sheets</li> <li>• Align the text</li> <li>• Insert symbols</li> <li>• Perform simple calculations</li> <li>• Set Orientation</li> <li>• Perform merging of the cells</li> </ul> </li> </ol>	<p><b>Interactive lecture:</b> Working on Microsoft Excel</p> <p><b>Activity:</b> Practice session on Microsoft Excel</p>		

			<ul style="list-style-type: none"> <li>• Make different types of Chart</li> <li>• Use Filter option</li> <li>• Perform sorting</li> <li>• Save Document</li> <li>• Print Document</li> <li>• Use Help Option</li> </ul>	
	Demonstrate ability to install and uninstall various software on computer	<ol style="list-style-type: none"> <li>1. Draw flow chart of browsing the program features on control panel tag</li> <li>2. Enlist the pre-requisites of installing any program in Windows OS</li> <li>3. Differentiate between licensed and unlicensed software packages</li> </ol>	<ol style="list-style-type: none"> <li>1. Install and uninstall demo version of any of the open source antivirus</li> <li>2. Install and uninstall Microsoft Office</li> </ol>	<p><b>Interactive lecture:</b> Install and uninstall various software on computer</p> <p><b>Activity:</b> Practice session on configuring various software on computer</p>

Unit Code: HSVT202-NQ2015		Unit Title: Communication at Workplace (Basic)			
		Duration: 30 hours			
Location:		<b>Learning Outcome</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching and Training Method</b>
Classroom	Demonstrate how to greet the people and give self-introduction	<ol style="list-style-type: none"> <li>1. Write the sentences used to introduce oneself</li> <li>2. Write sentences used to greet people on different occasions/situations</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate how to give self-introduction to others using appropriate sentences with proper body language</li> <li>2. Demonstrate how to greet people using appropriate words with proper body language</li> </ol>	<p><b>Interactive Lecture:</b> Greeting the people and giving self- introduction</p> <p><b>Activity:</b> Role play Make a chart of the sentences that can be used to greet the people and give self-introduction</p>	
	Demonstrate how to frame sentences for different occasions/situations	<ol style="list-style-type: none"> <li>1. Enlist the words commonly used for framing questions</li> <li>2. State the adjectives that are generally used for describing people, things and places</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate how to tell the time effectively using appropriate sentences</li> <li>2. Identify the sentences used while meeting someone for the first time</li> <li>3. Demonstrate use of appropriate sentences for describing people, things and places</li> <li>4. Frame sentences to congratulate</li> </ol>	<p><b>Interactive Lecture:</b> Framing sentences for different occasions/situations</p> <p><b>Activity:</b> Role Play</p>	

			5. Frame sentences to give good wishes to someone 6. Frame sentences to invite people on various occasions	
	Describe weather and express likes, dislikes, strengths, weaknesses and aspirations using proper sentences	1. State the adjectives commonly used for describing weather 2. Write the words used for expressing likes, dislikes, strengths, weaknesses and aspirations	1. Demonstrate the use of appropriate sentences for describing weather 2. Express likes and dislikes effectively 3. Express strengths and weaknesses effectively 4. Express aspiration using appropriate sentences	<b>Interactive Lecture:</b> Describing weather and express likes, dislikes, strengths, weaknesses and aspirations  <b>Activity:</b> Role play Group Discussion
	Demonstrate the ability to pronounce effectively	1. Define phonetics 2. State the importance of correct pronunciation 3. Describe the subfields of phonetics 4. Distinguish between phonetics and phonology	1. Pronounce common English words in correct manner 2. Identify the applications of phonetics	<b>Interactive Lecture:</b> Pronouncing effectively  <b>Activity:</b> Role play Group discussion Audio session on phonetics

<b>Unit Code:</b> HSVT203- NQ2015	<b>Unit Title: Customer Centricity</b>			
	<b>Duration: 10 hours</b>			
<b>Location:</b>  Classroom	<b>Learning Outcome</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching and Training Method</b>
	Demonstrate the skills to handle customers effectively	1. Explain customer handling as important part of business cycle 2. Explain how to identify customer needs, preferences and expectations	1. Demonstrate the knowledge of do's and don'ts while handling customers 2. Demonstrate how to maintain customer loyalty 3. Demonstrate how to build strong relationship with customers 4. Demonstrate how to decrease the customer's waiting time	<b>Interactive Lecture:</b> Handling customers effectively  <b>Activity:</b> Role play Video/Audio screening of best practices of customer handling
	Demonstrate the skills of taking orders on call	1. Describe the process of taking orders over telephone 2. Write the words/sentences used while taking orders on call	1. Demonstrate the do's and don'ts while taking orders over telephone 2. Record and organize the orders accurately	<b>Interactive Lecture:</b> Taking orders on calls  <b>Activity:</b> Role play Case based problem Video/Audio screening of best practices of taking orders on calls

	Demonstrate how to handle customer complaints	<ol style="list-style-type: none"> <li>1. Describe typical types of customer complaints</li> <li>2. Describe the steps of handling customer complaints</li> </ol>	<ol style="list-style-type: none"> <li>1. Record and organize complaints</li> <li>2. Demonstrate the following steps of handling customer complaints: <ul style="list-style-type: none"> <li>• Listening and understanding the complaint</li> <li>• Empathize</li> <li>• Offering the solution</li> <li>• Executing the solution</li> <li>• Taking follow up</li> </ul> </li> </ol>	<p><b>Interactive Lecture:</b> Handling customer complaints</p> <p><b>Activity:</b> Role play Video/Audio screening of best practices of handling customer complaints</p>
	Demonstrate how to answer enquiries	<ol style="list-style-type: none"> <li>1. Describe steps of answering enquiries</li> <li>2. State Frequently Asked Questions (FAQs) while enquiries</li> <li>3. Explain the importance of knowledge of product/services in answering enquiries</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate how to answer enquiries in following manner: <ul style="list-style-type: none"> <li>• Acknowledge receipt of an enquiry/request</li> <li>• Explain action taken as a consequence of the enquiry</li> <li>• Make suggestions and justify recommendations</li> <li>• Apologize and reject proposals</li> <li>• Stipulate action requested or to be taken</li> <li>• Establish goodwill and suggest contacts</li> </ul> </li> </ol>	<p><b>Interactive Lecture:</b> Answering enquiries</p> <p><b>Activity:</b> Role play Case study Video/Audio screening of best practices of answering enquiries</p>

<b>Unit Code:</b> HSVT204- NQ2015	<b>Unit Title: Structure of Human Eye</b>			
<b>Location:</b>	Duration: 20 hours			
Classroom and Vision Care Clinic/Hospital/Laboratory	<b>Learning Outcome</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching and Training Method</b>
	Demonstrate the knowledge of dimensions and components of human eye	<ol style="list-style-type: none"> <li>1. Explain cornea and sclera</li> <li>2. Describe the dimensions of human eye</li> <li>3. Describe three layers of human eye viz. fibrous tunic, vascular tunic or uvea and retina</li> <li>4. Explain the term anterior and posterior</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the following in human eye structure: <ul style="list-style-type: none"> <li>• Pupil</li> <li>• Iris</li> <li>• Choroid</li> <li>• Ciliary body</li> <li>• Lens</li> </ul> </li> <li>2. Tabulate the size and components of human eye</li> </ol>	<p><b>Interactive Lecture:</b> Size and components of human eye</p> <p><b>Activity:</b> Draw adiagram of human eye</p>
	Demonstrate the knowledge of the field of view and dynamic range of human eye	<ol style="list-style-type: none"> <li>1. Explain the field of view of human eye</li> <li>2. Explain dynamic range of human eye</li> <li>3. Describe the term blind spot</li> </ol>	<ol style="list-style-type: none"> <li>1. Tabulate downward, upward, horizontal, rotational and temporal field of view of human eye with respect to nose</li> </ol>	<p><b>Interactive Lecture:</b> Field of view and dynamic range of human eye</p>

				<b>Activity:</b> Make a presentation on field of view and dynamic range of human eye
	Demonstrate the knowledge of movements of human eye	<ol style="list-style-type: none"> <li>1. Explain the term fovea centralis</li> <li>2. State the names of extra-ocular muscles involved in eye movement</li> <li>3. Explain various eye movements</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of the following eye movements: <ul style="list-style-type: none"> <li>• rapid eye movement</li> <li>• vestibulo-ocular reflex</li> <li>• smooth pursuit movement</li> <li>• optokinetic reflex</li> </ul> </li> <li>2. Demonstrate the knowledge of the following terms: <ul style="list-style-type: none"> <li>• Saccades</li> <li>• Microsaccades</li> </ul> </li> </ol>	<b>Interactive Lecture:</b> Movements of human eye  <b>Activity:</b> Demonstration session on eye movement

<b>Unit Code:</b> HSVT205- NQ2015	<b>Unit Title: Basic Visual Assessment</b>			
<b>Location:</b>	Duration: 20 hours			
Classroom and Vision Care Clinic/Hospital	<b>Learning Outcome</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching and Training Method</b>
	Demonstrate the knowledge of functions of various eye care professionals	<ol style="list-style-type: none"> <li>1. Enlist types of eye care professionals</li> <li>2. Describe the functions of various eye care professionals</li> </ol>	<ol style="list-style-type: none"> <li>1. Tabulate the types of eye care professionals with their functions</li> <li>2. Differentiate between duties of Orthoptics and Optician</li> </ol>	<b>Interactive Lecture:</b> Functions of various eye care professionals  <b>Activity:</b> Case study Make a report on functions of various eye care professionals in your locality
	Demonstrate the knowledge of basic examinations related to eye diseases	<ol style="list-style-type: none"> <li>1. Describe the different terms like visual acuity, refraction, pupil function, etc.</li> <li>2. Describe the different terms related to an eye test</li> <li>3. Enlist different tests performed on eye</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the procedure of conducting the following eye examinations: <ul style="list-style-type: none"> <li>• Applanation method</li> <li>• Corneal and retinal topography</li> <li>• Fluorescein angiogram</li> <li>• Pupillary dilation test</li> <li>• Refraction test</li> </ul> </li> </ol>	<b>Interactive Lecture:</b> Examinations related to eye disease  <b>Activity:</b> Case study Practical sessions on examination of eye
	Demonstrate the knowledge of the process of eye assessment and	<ol style="list-style-type: none"> <li>1. Explain the process of eye test</li> <li>2. Describe the process of colour Vision Test</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of different examination processes of eye</li> </ol>	<b>Interactive Lecture:</b> Process of eye assessment and

	equipment and instruments used for conducting different eye tests	3. Enlist various Ophthalmic equipment	2. Identify various equipment and instruments used for conducting eye tests 3. Categorize various equipment and instruments used in different eye tests 4. Tabulate the types and uses of equipment and instruments used in different eye tests	equipment and instruments used in different eye tests  <b>Activity:</b> Case study Practical demonstration of the process of eye assessment and use of equipment and instruments in eye tests
	Demonstrate the knowledge of visual assessment techniques for various parts of eye	1. Describe the steps for Ophthalmoscopic examination 2. State the part of the eye to be inspected for finding the clarity and opacity in the patient's eye	1. Demonstrate the knowledge of the part of eye to be inspected for an eye problems 2. Demonstrate how to test <ul style="list-style-type: none"> <li>• visual acuity</li> <li>• peripheral vision</li> <li>• EOMs</li> <li>• Pupil</li> </ul>	<b>Interactive Lecture:</b> Visual assessment techniques for various parts of eye  <b>Activity:</b> Case study 1. Perform visual assessment of human eye using different techniques

<b>Unit Code:</b> HSVT206- NQ2015	<b>Unit Title: Storing Medical Records</b>			
	<b>Duration: 15 hours</b>			
<b>Location:</b>	<b>Learning Outcome</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching and Training Method</b>
<b>Classroom and Vision Care Clinic/Hospital</b>	Demonstrate the knowledge of retaining and storing the medical records as per the organization's protocol and review them for completion	1. Enlist the important medical records of the patients	1. Demonstrate how to store the medical records as per the organization's protocol 2. Demonstrate the procedures to review medical records for completion 3. Identify the ways to store medical records	<b>Interactive lecture:</b> Storing medical records as per the organization's protocol  <b>Activity:</b> Practice session Case study
	Demonstrate the knowledge of retaining all records that reflect the clinical care provided to a patient	1. Describe provider notes, nurses' notes, diagnostic testing and medication lists 2. Explain the importance of retaining records having patient's history	1. Demonstrate the process to store the records that reflect the clinical care provided to a patient	<b>Interactive lecture:</b> Retaining records that reflect clinical care provided to a patient  <b>Activity:</b> Practice session Case study
	Describe relevant legislation,	1. Describe the importance of	1. Demonstrate the knowledge of	<b>Interactive lecture:</b> Legislation,



	standards, policies and procedures to maintain confidentiality of the patient	maintaining confidentiality of the record of the patient 2. Explain common policies and procedures of maintaining confidentiality of patient in vision care clinic	relevant medical records of the patient which should be kept confidential	standards, policies, and procedures of maintaining patient's  <b>Activity:</b> Case study
	Describe the legislation related to the particular disease and different Acts related to the privacy policy of the patients	1. Explain significance of privacy policy of the patients 2. Describe the reasons of maintaining confidentiality of medical record 3. Enlist the diseases related to confidentiality policy	1. Make a chart of the diseases required to be kept confidential with the specific reason 2. Tabulate different acts related to the privacy policy of the patients	<b>Interactive lecture:</b> Patient's medical record confidentiality  <b>Activity:</b> Case study

### NSQF Level 3 (Class 11)

<b>Unit Code:</b> HSVT301- NQ2015	<b>Unit Title:</b> Health, Hygiene, Safety & Ergonomics			
	Duration: 20 hours			
<b>Location:</b>	<b>Learning Outcome</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching and Training Method</b>
Classroom and Vision Care Clinic/Hospital	Describe the importance of maintaining hygienic conditions in work area	1. Describe the need of maintaining hygiene in work space 2. State the materials used for maintaining hygiene in work area	1. Differentiate between health and hygiene 2. Demonstrate practices adopted for maintaining good health and hygienic conditions at work area	<b>Interactive lecture:</b> Best practices in maintaining cleanliness  <b>Activity:</b> Visit to a vision care clinic or hospital to observe best practices adopted to maintain hygienic and safe working conditions
	Describe potential hazards and safe practices to be adopted at the work area and extinguishing small fires	1. State the potential hazards in work area 2. Describe the practices to be adopted for ensuring occupational health and safety	1. Enlist various safety accessories used in store 2. Differentiate between common safety and health concerns and problems	<b>Interactive lecture:</b> Measures to ensure safety in work area  <b>Activity:</b> Visit to a vision care clinic or hospital to observe safety measures
	Demonstrate the knowledge of handling money	1. Describe ways to handle money	1. Demonstrate the knowledge of	<b>Interactive lecture:</b> Handling money and irate customers

	and irate customers	2. State how to manage and deal with irate customers	handling money 2. Demonstrate the ability to deal with irate customers	<b>Activity:</b> Visit to a vision care clinic or hospital to enquire about how they manage irate customers and handle transaction of money
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Unit Code: HSVT 302-NQ2015		Unit Title: Communication at Workplace (Intermediate)		
Duration: 30 hours				
Location:  Classroom	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	Demonstrate the ability to write sentences correctly	<ol style="list-style-type: none"> <li>1. Describe the meaning of apostrophes</li> <li>2. State the frequently misused words and their proper usage</li> <li>3. Describe the use of spell check on computer</li> <li>4. Describe the various modes of communication</li> </ol>	<ol style="list-style-type: none"> <li>1. Differentiate between internal and external communication</li> <li>2. Demonstrate the knowledge of collecting and processing information from different sources</li> </ol>	<b>Interactive lecture:</b> Written communication skills  <b>Activity:</b> Practice sessions on written communication skills
	Demonstrate the practices used in improving oral communication skills	<ol style="list-style-type: none"> <li>1. Describe the verbal &amp; non-verbal communication</li> <li>2. Explain the importance of verbal &amp; non-verbal communication</li> <li>3. State practices of verbal &amp; non-verbal communication</li> </ol>	<ol style="list-style-type: none"> <li>1. Differentiate between verbal and nonverbal communication</li> <li>2. Identify the practices in verbal and non-verbal communication</li> </ol>	<b>Interactive lecture:</b> Improving oral communication skills  <b>Activity:</b> Practice sessions on oral communication skills
	Demonstrate the knowledge of types of communication	<ol style="list-style-type: none"> <li>1. Describe formal communication</li> <li>2. Explain informal communication or grapevine communication</li> </ol>	<ol style="list-style-type: none"> <li>1. Differentiate between upward, downward and horizontal communication</li> <li>2. Differentiate between verbal and non-verbal communication</li> <li>3. Enlist various static and dynamic features of non-verbal communication</li> </ol>	<b>Interactive lecture:</b> Types of communication  <b>Activity:</b> Role play to demonstrate various types of communication

Unit Code: HSVT303-NQ2015		Unit Title: Universal Precautions		
Location:  Classroom and Vision Care Clinic/Hospital	Duration: 10 hours			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	Demonstrate the knowledge of safety measures adopted for eye care	<ol style="list-style-type: none"> <li>1. Describe the safety measures taken at home</li> <li>2. Describe the safety measures taken at workshop</li> <li>3. Describe the safety measures taken in garden, sports, clubs etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the various preventive measures to protect the eye</li> </ol>	<p><b>Interactive lecture:</b> Safety measures for eye care</p> <p><b>Activity:</b> Case study Presentation Discussion</p>
	Demonstrate the knowledge of safety of eye while using cosmetics and contact lenses	<ol style="list-style-type: none"> <li>1. Describe the use of contact lenses</li> <li>2. Describe the safety measures to be adopted while using contact lenses</li> <li>3. Describe cosmetics and its preventive measures</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of preventive measures that should be taken while using contact lenses and cosmetics</li> </ol>	<p><b>Interactive lecture:</b> Safety measures while using contact lenses and cosmetics</p> <p><b>Activity:</b> Visit to an eye care centre and figure out the safety measures taken with contact lenses and cosmetics</p>
	Demonstrate the knowledge of useful facts, information, and recommendations to preserve eye health	<ol style="list-style-type: none"> <li>1. Describe the ways to reduce eye strain</li> <li>2. Describe the ways to be healthy with eyes <ul style="list-style-type: none"> <li>• reading</li> <li>• watching television</li> <li>• looking at computer screen</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the process of using eye drops</li> <li>2. Demonstrate the knowledge of the process of choosing right sunglasses that will fit ones vision accordingly</li> </ol>	<p><b>Interactive lecture:</b> Facts related to the eye care</p> <p><b>Activity:</b> Visit to an eye care centre and check out all the facts related to eye care</p>
Demonstrate the knowledge of light therapy for seasonal depression and jet lag	<ol style="list-style-type: none"> <li>1. Describe the ocular damage and commercial tanning facilities</li> <li>2. Describe the meaning of jet lag and light therapy</li> <li>3. Describe the process of viewing solar eclipse</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of ocular damage</li> </ol>	<p><b>Interactive lecture:</b> Therapy for seasonal depression and jet lag</p> <p><b>Activity:</b> Case study</p>	

Unit Code: HSVT304- NQ2015		Unit Title: Assessing Refractive Status			
Location:  Classroom and Vision Care Clinic/Hospital	Duration: 15 hours				
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method	
	Explain refractive error	<ol style="list-style-type: none"> <li>1. Differentiate between reflection and refraction</li> <li>2. Describe the refractive error and its various symptoms</li> <li>3. Describe the classification of the refractive error</li> <li>4. Describe the terms myopia, hyperopia, astigmatism, presbyopia</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of diagnosing different refractive errors</li> <li>2. Demonstrate how to deal with refractive error</li> </ol>	<b>Interactive lecture:</b> Refractive error  <b>Activity:</b> Visit to an eye care centre and observe different patients and identify them with different refractive errors	
	Demonstrate the process of Retinoscopy	<ol style="list-style-type: none"> <li>1. Describe the types of Retinoscopy</li> <li>2. Describe the process of Retinoscopy</li> <li>3. Differentiate between static and dynamic retinoscopy</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of principles of retinoscopy</li> <li>2. Identify techniques of retinoscopy</li> <li>3. Differentiate between the techniques of doing retinoscopy</li> </ol>	<b>Interactive lecture:</b> Retinoscopy  <b>Activity:</b> Perform Retinoscopy	
	Demonstrate the knowledge of the optical principles of refraction	<ol style="list-style-type: none"> <li>1. Describe the process of determining the refractive state on the basis of optical principles</li> <li>2. Describe the optical principle of retinoscopy</li> <li>3. Differentiate between keratometry and ophthalmoscopy</li> <li>4. Explain the terms like keratometry, retinoscopy, ophthalmoscopy, auto-refraction, photo-refraction</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of principles of refraction</li> <li>2. Demonstrate the knowledge of neutralization</li> </ol>	<b>Interactive lecture:</b> Optical principles of refraction  <b>Activity:</b> Visit to a place to find out different clinical uses  Draw the images of plane mirror and concave mirror	
Demonstrate the knowledge of the use of auto-refractor	<ol style="list-style-type: none"> <li>1. Describe auto-refraction</li> <li>2. Describe the three types of auto refractors</li> <li>3. Describe image quality analysis</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the techniques of the auto-refraction</li> <li>2. Demonstrate the knowledge of auto refraction in irregular eyes</li> <li>3. Enlist the uses of the auto-refractor</li> </ol>	<b>Interactive lecture:</b> Define auto-refractor  <b>Activity:</b> Perform auto-refraction		

Unit Code: HSVT305- NQ2015		Unit Title: Biomedical Waste Disposal Protocols			
Location:  Classroom and Vision Care Clinic/Hospital	Duration: 10 hours				
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method	
	Demonstrate the knowledge of different types of biomedical waste and the significance of disposal of the waste	<ol style="list-style-type: none"> <li>1. Define biomedical waste</li> <li>2. Describe the two sources of biomedical waste</li> <li>3. Differentiate between primary and secondary biomedical waste</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the various types of biomedical wastes</li> <li>2. Enlist the ways in which biomedical waste can cause harm</li> <li>3. Describe the reasons necessary for proper disposal of biomedical waste</li> </ol>	<b>Interactive lecture:</b> Biomedical waste and its significance of disposal  <b>Activity:</b> Case study	
	Demonstrate the knowledge of biomedical waste management programs	<ol style="list-style-type: none"> <li>1. Describe the different techniques involved in the biomedical waste management</li> <li>2. Describe segregation of biomedical waste</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and enlist the techniques and guidelines for efficient management of biomedical wastes</li> <li>2. Demonstrate the need of labelling and colour coding of biomedical waste</li> </ol>	<b>Interactive lecture:</b> Biomedical waste management programs  <b>Activity:</b> Case study	
	Demonstrate the knowledge of treatment options for biomedical waste	<ol style="list-style-type: none"> <li>1. Describe the technologies used for treatment of biomedical wastes</li> <li>2. Describe steam autoclaving and chemical decontamination</li> </ol>	<ol style="list-style-type: none"> <li>1. Enlist the methods of biomedical waste treatment</li> <li>2. Demonstrate the knowledge of non-incineration technologies for bio-waste treatment</li> </ol>	<b>Interactive lecture:</b> Treatment process of biomedical waste  <b>Activity:</b> Case study	
Demonstrate the knowledge of disposal of the biomedical waste	<ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of techniques of the disposal of biomedical waste</li> <li>2. Differentiate between incineration and sanitary landfill</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the different techniques for disposal of different types of biomedical waste</li> </ol>	<b>Interactive lecture:</b> Define the process of disposal of biomedical waste <b>Activity:</b> Case study		

Unit Code: HSVT306- NQ2015		Unit Title: Measuring Visual Acuity			
Location:		Duration: 15 hours			
		Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom and Vision Care Clinic/Hospital	Demonstrate the knowledge of visual acuity	1. Describe the meaning of visual acuity	1. Demonstrate the knowledge of visual acuity	Interactive lecture: Visual acuity  Activity: Group discussion on visual acuity	
	Demonstrate the knowledge of the process of measurement of visual acuity	1. Describe the process of measurement, expression and physiology of visual acuity	1. Demonstrate the knowledge of the process of measurement in visual acuity	Interactive lecture: Physiology, measurement and expression of visual acuity  Activity: Case study Refer video for best practices	
	Demonstrate the knowledge of normal vision the measurement process	1. Describe the meaning normal vision	1. Demonstrate the knowledge of the difference between normal vision and the abnormal vision	Interactive lecture: Normal vision  Activity: Case study	
	Explain the process of keeping record of visual acuity and the tests used for eye	1. Describe the purpose of recording visual acuity 2. Describe the significance of recording the visual acuity	1. Identify how to record visual acuity 2. Identify the importance of recording visual acuity	Interactive lecture: Record visual acuity  Activity: Case study	

Unit Code: HSVT307- NQ2015		Unit Title: Contact Lenses			
Location:		Duration: 10 hours			
		Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom and Vision Care Clinic/Hospital	Demonstrate the knowledge of contact lenses	1. Describe the purpose of using contact lens	1. Identify the contact lens	Interactive lecture: Contact lens  Activity: Case study Prepare a scrapbook of pictures of different contact lenses	
	Describe the	1. Describe the	1. Demonstrate	Interactive lecture:	

	functions of contact lens	functions of contact lens 2. Describe the usefulness of contact lens	the knowledge of the functions of contact lenses	Function of the contact lens <b>Activity:</b> Case study Video session showing the functions of contact lenses
	Identify the material used for making contact lenses	1. Describe the different materials used to make contact lens	1. Identify the different materials used to make contact lenses	<b>Interactive lecture:</b> Materials used to make contact lenses  <b>Activity:</b> Visit to an eye care centre and observe the contact lens and identify the materials used to make them
	Demonstrate the process of using contact lenses	1. Describe the process of insertion and removal of contact lens 2. Describe various complications with contact lens	1. Demonstrate the knowledge of complications with contact lens 2. Determine how to insert and remove contact lens	<b>Interactive lecture:</b> Describe complications, insertion and removal of contact lens  <b>Activity:</b> Visit to an eye care centre and observe the insertion and removal process of contact lens

### NSQF Level 4 (Class 12)

<b>Unit Code:</b> HSVT401- NQ2015	<b>Unit Title: Communicating Health Information</b>			
<b>Location:</b>	<b>Duration: 25 hours</b>			
<b>Classroom and Vision Care Clinic/Hospital</b>	<b>Learning Outcome</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching and Training Method</b>
	Describe the significance of the communication with the health information	1. Describe the importance of the communication in health information	1. Identify the purpose of the communication in health information 2. Demonstrate how to communicate effectively	<b>Interactive lecture:</b> Significance of the communication with the health information  <b>Activity:</b> Case study
	Demonstrate the way of communicating with the individuals, patients, their family and other health issue	1. Describe the way of communication and collating with patients	1. Identify the way to collate and communicate	<b>Interactive lecture:</b> Communicating and collating with the individuals, patients, their family and other health issue <b>Activity:</b> Case study

	Describe the guidelines on maintaining confidentiality and respecting need for privacy	1. Describe the guideline according to the organization for maintaining confidentiality of patient	1. Identify the guidelines of the organization 2. Identify the guidelines followed by health provider on communicating with individuals and patients	<b>Interactive lecture:</b> Guidelines on maintaining confidentiality and respecting need for privacy  <b>Activity:</b> Visit to nearest eye care clinic and observe the guidelines followed by the professionals in the clinic to maintain the patients confidentiality and prepare a report
	Identify the difficulties that one may face while communicating with others	1. Describe the various difficulties in communication faced by an individual	1. Identify the difficulties 2. Find out the solution of different difficulties	<b>Interactive lecture:</b> Difficulties in communication faced by an individual  <b>Activity:</b> Practice Session

<b>Unit Code:</b> HSVT 402- NQ2015	<b>Unit Title: Communication at Workplace (Advanced)</b>			
	<b>Duration: 30 hours</b>			
Location:  Classroom	<b>Learning Outcome</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching and Training Method</b>
	Describe various types of written and oral communications	1. State the importance of good written and oral communication skills for providing customer care 2. State the essence of good written and oral communication skills	1. Identify different ways of improvement of written and oral communication skills	<b>Interactive lecture:</b> Making effective written and oral communication  <b>Activity:</b> Role play  Writing short report
	Describe about the benefits of listening skills	1. State the importance of good listening skills for providing customer care 2. Explain how to improve listening skills	1. Identify the different ways of improvement of listening and listening comprehensive skills	<b>Interactive lecture:</b> Importance of listening for effective communication  <b>Activity:</b> Listening comprehension
	Describe how assertive communication skills are necessary	1. State the importance of assertive communication (both written and oral)	1. Demonstrate when and how to assert and the etiquettes to be maintained	<b>Interactive lecture:</b> Assertion in communication  <b>Activity:</b> Role play



		2. Describe situations when assertiveness can be demonstrated (personal, social, telephone, email)		
	Describe the importance of feedback	1. State the importance of feedback 2. Explain how to effectively give and receive feedback	1. Demonstrate the knowledge of receiving feedback 2. Demonstrate the knowledge of providing feedback	<b>Interactive lecture:</b> Making effective feedback  <b>Activity:</b> Provide and receive feedback
	Describe various techniques of demonstrating presentation skills	1. Describe presentation skills 2. Explain how to make good presentations 3. Explain how to make presentation templates	1. Make short presentations	<b>Interactive lecture:</b> Making effective presentations  <b>Activity:</b> Make short presentations
	Describe about the cross-cultural communication	1. State the importance of cross-cultural communication in customer care 2. Explain effective cross-cultural communication	1. Differentiate between different cultures	<b>Interactive lecture:</b> Understanding effect of culture in effective communication  <b>Activity:</b> Cross-cultural exchanges

<b>Unit Code:</b> HSVT403- NQ2015	<b>Unit Title Safety, Health and Environment</b>			
	<b>Duration: 15 hours</b>			
Location:	<b>Learning Outcome</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching and Training Method</b>
Classroom and Vision Care Clinic/Hospital	Describe the requirements of health, safety, and security in workplace	1. Describe the basic requirements 2. Explain how to create safety records and maintaining them	1. Identify the injury or disease documentation	<b>Interactive lecture:</b> Health, safety, and security at workplace  <b>Activity:</b> Discussion
	Demonstrate the knowledge of safety and security hazards in work environment	1. Describe the how health hazard alertness can be spread.	1. Enlist certain precautions that can be taken at workplace	<b>Interactive lecture:</b> Health, safety, and security hazards in work environment  <b>Activity:</b> Discussion
	Identify the common health, safety, & security hazards that affect people working in administrative role	1. Explain hazardous manual handling tasks 2. Describe Musculoskeletal	1. Demonstrate the knowledge of bullying at workplace	<b>Interactive lecture:</b> The common health, safety, & security hazards

		disorders (MSD) 3. Describe Workplace fatigue		that affect people working in administrative role  <b>Activity:</b> Case study
	Demonstrate how to identify health, safety, & security hazards	1. Explain the types of hazards prevalent in workplace need identification. 2. Describe ergonomic hazard identification	1. Demonstrate how to identify hazard 2. Demonstrate the knowledge of importance of inspection of work area to identify hazards	<b>Interactive lecture:</b> Identification of health, safety, & security hazards  <b>Activity:</b> Practice session
	Explain the importance of warning others about hazards	1. Describe the need for a hazard communication programme. 2. Explain the importance of labelling. 3. Describe why signs and symbols are included in labelling. 4. Explain the hazard communication process.	1. Demonstrate how to warn co-worker? 2. State the responsibility of management in hazard warning 3. Identify how are safety data sheets prepared	<b>Interactive lecture:</b> Importance of warning others about hazards  <b>Activity:</b> Field Visit Discussion

<b>Unit Code:</b> HSVT404- NQ2015	<b>Unit Title: Spectacles and Optical Prescription</b>			
	<b>Duration: 15 hours</b>			
Location:	<b>Learning Outcome</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching and Training Method</b>
Classroom and Vision Care Clinic/Hospital	Describe the reasons of having vision disorders in eye	1. Describe nearsightedness, farsightedness, and astigmatism. 2. Explain the reasons causing the eye disorders 3. State different types of lenses 4. Differentiate different types of lenses	1. Identify the different types of refractive errors. 2. Demonstrate how to solve the aberrations caused by imperfections in the cornea or lenses. 3. Identify the benefits of wearing	<b>Interactive lecture:</b> Reasons to have vision disorders in eye  <b>Activity:</b> Discussion

			spectacles.	
	Explain the optical prescription notation and how to transpose an optical prescription	<ol style="list-style-type: none"> <li>1. Describe the reasons for using standardised format and notation in optical prescriptions.</li> <li>2. Describe the various notations used in optical prescription.</li> <li>3. Describe the format of an optical prescription.</li> <li>4. State the rules of transposing an optical prescription</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate how to read an optical prescription</li> <li>2. Demonstrate the knowledge of transposing an optical prescription</li> <li>3. Identify the different notations and signs?</li> </ol>	<p><b>Interactive lecture:</b> Optical prescription notation and how to transpose an optical prescription</p> <p><b>Activity:</b> Case study</p>
	Describe the principle of optics relevant to lenses and prisms and the correction of refractive error	<ol style="list-style-type: none"> <li>1. Explain principle of optics</li> <li>2. Describe the different lens powers</li> <li>3. Explain what do the different optical powers specified to particular lenses signify?</li> <li>4. Explain which point on the principal axis of the lens is called optical centre and why?</li> <li>5. Explain what happens due to decentration of lense and how can a patient suffer when his spectacle are exposed to it?</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate how is refractive error corrected</li> <li>2. List the types of refractive errors and their remedial measures</li> </ol>	<p><b>Interactive lecture:</b> Principle of optics relevant to lenses and prisms and the correction of refractive error</p> <p><b>Activity:</b> Practice Session</p>
	Describe the principle of focimetry and different types of foci meters	<ol style="list-style-type: none"> <li>1. Describe the mechanism of working of a foci meter</li> <li>2. Explain how hand neutralisation is carried</li> <li>3. Explain the principle of focimetry</li> <li>4. Explain why hand neutralisation is a time consuming procedure?</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate how to derive the equation of focimetry</li> <li>2. Demonstrate how foci meter measures the power of lenses</li> <li>3. Enlist different types of foci meters</li> </ol>	<p><b>Interactive lecture:</b> Principle of focimetry and different types of foci meters</p> <p><b>Activity:</b> Practical session for best practice</p>

Unit Code: HSVT405- NQ2015		Unit Title: Code of Conduct			
Location:		Duration: 15 hours			
Classroom and Vision Care Clinic/Hospital	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method	
	Describe the protocols and guidelines relevant to the role and field of practice	1. Describe the protocols and guidelines	1. Identify the different guidelines and protocol	<b>Interactive lecture:</b> Protocols and Guidelines  <b>Activity:</b> Discussion	
	Describe the working process within an organization	1. Describe the way of working in an organization	1. Identify the flow of working process	<b>Interactive lecture:</b> Working process in an organization  <b>Activity:</b> Case study	
	Describe the limitations and scope of the role and responsibilities of every individual at workplace	1. Describe the roles and responsibilities of every individual at workplace	1. Identify the roles and responsibility of every individual at workplace	<b>Interactive lecture:</b> Limitations and scope of the role and responsibilities of every individual at workplace  <b>Activity:</b> • Discussion • Field Session	
	Describe the maintenance of personal hygiene and contribute actively to the healthcare ecosystem	1. Describe best health and hygiene practices	1. Identify how to maintain health and personal hygiene	<b>Interactive lecture:</b> Health and hygiene in a health care eco system  <b>Activity:</b> Case study	

Unit Code: HSVT406- NQ2015		Unit Title: Infection Control Policies and Procedures			
Location:		Duration: 15 hours			
Classroom and Vision Care Clinic/Hospital	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method	
	Define infection control risk management	1. Describe infection control risk management plan 2. Describe different infection control process	1. Identify the planning for infection control risk 2. Differentiate the processes	<b>Interactive lecture:</b> Infection control risk management  <b>Activity:</b> Practice session	
	Demonstrate the safe handling, use and disposal of sharp	1. Describe the responsibilities for sharp 2. Describe different status of a sharp	1. Identify the responsibility towards a sharp	<b>Interactive lecture:</b> Describe the safe handling, use and disposal of sharp  <b>Activity:</b> Practice session	

	Demonstrate the reprocessing of reusable medical equipment	<ol style="list-style-type: none"> <li>1. Describe the category of reusable medical equipment</li> <li>2. Describe cleaning of reusable instrument</li> <li>3. Explain sterilization of the reusable equipment</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the reusable medical equipment</li> <li>2. Demonstrate how to clean reusable instrument</li> <li>3. Demonstrate how to sterilize the medical equipment</li> </ol>	<p><b>Interactive lecture:</b> Reprocessing of reusable medical equipment</p> <p><b>Activity:</b> Practice session</p>
	Demonstrate the process of environment cleaning	<ol style="list-style-type: none"> <li>1. Describe the risk factor</li> <li>2. Describe the cleaning routine</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the different risks factors</li> </ol>	<p><b>Interactive lecture:</b> Describe environment cleaning</p> <p><b>Activity:</b> Case study</p>

Unit Code: HSVT407- NQ2015		Unit Title: Eye Solutions and Accessories			
Location:		Duration: 15 hours			
Classroom and Vision Care Clinic/Hospital	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method	
	Recognize the reason of using solution	<ol style="list-style-type: none"> <li>1. Describe the reason of using solution</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the different solutions</li> </ol>	<p><b>Interactive lecture:</b> Different types of solution</p> <p><b>Activity:</b> Surf internet and find out the different types of solution</p>	
	Demonstrate different accessories of contact lenses	<ol style="list-style-type: none"> <li>1. Describe the different accessories of contact lenses</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the different accessories of contact lenses</li> </ol>	<p><b>Interactive lecture:</b> Accessories of the contact lens</p> <p><b>Activity:</b> Visit an outlet and observe various accessories</p>	
	Describe the significance of using eye drops	<ol style="list-style-type: none"> <li>1. Describe the significance of using eye drops</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the different eye glasses, accessories</li> </ol>	<p><b>Interactive lecture:</b> Eye drops, eye glass cases, eye glass accessories</p> <p><b>Activity:</b> Visit an outlet and observe various eye glasses, accessories</p>	
	Describe the problems of the contact lenses and how to wear and care	<ol style="list-style-type: none"> <li>1. Describe the problems, if any, with the contact lens</li> <li>2. Describe how to wear and care</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the materials, design, colour of the contact lens</li> </ol>	<p><b>Interactive lecture:</b> Contact lens material, wearing time, various design, colour, special effect</p> <p><b>Activity:</b> Visit an outlet and observe the design, colour of the contact lens</p>	

## 9.0 List of Reference Books

S.No.	Title	Author
1.	Absolute Beginner's Guide to Computer Basics	Michael Miller
2.	Computer Fundamentals	Anita Goel
3.	Business Email Etiquette   THE MANUAL	Judith Kallos
4.	Gmail Unlocked	Scott Lasak
5.	Teach Yourself Gmail in 10 Minutes	Steven E. Holzner
6.	Developing Communication Skills	Krishna Mohan and Meera Banerji,
7.	More than Words: A Handbook for Writers and Editors	Chitta R. Samant
8.	Messages: The Communication Skills	Matthew McKay
9.	Communication: Principles for a Lifetime (4 <sup>th</sup> Edition)	Steven A. Beebe and Susan J. Beebe
10.	Communication: Making Connections (8 <sup>th</sup> Edition)	William J. Seiler
11.	Student aur Personality Development	Dr. Vijay Agarwal
12.	Know and Grow with	Antonio E. Weiss
13.	Personality Development and Soft Skills	Barun K. Mitra
14.	Personality Development for Students,	Benten Books
15.	Understanding self-deception, self-sabotage, and more	Neel Burton
16.	Medical Case Studies for the Paramedic	Stephen J. Rahm, Andrew N. Pollak, M.D.
17.	Introduction to Clinical Skills: A Patient-Centered Textbook	by Mark B. Mengel, Scott A. Fields
18.	Patient Tales: Case Histories and the Uses of Narrative in Psychiatry	Carol Berkenkotter, 2008
19.	Visual Development, Diagnosis, and Treatment of the Pediatric, Volume 834	Robert H. Duckman,

## 10.0 Assessment Guide

Assessment is a process used for determining an individual's progress or level of mastery/competence in an occupational area. It may be formative (continuous) and/or summative (final). It is a process of collecting evidence and making judgment about the extent to which a person demonstrates the knowledge and skills set out in the standards or learning outcomes of a unit of competency. Assessment should be done on the basis of information or evidence about the individual's ability against clearly stated objectives or standards. A diversity of assessment methods is required to achieve the multiple purposes and to satisfy the requirements of competency based assessment. Appropriate evidence is to be collected from activities that can be clearly related to the Units of Competency. It should cover all the elements and performance criteria/indicators in the competency standards. Student's achievements should be assessed by using the following methods of assessment.

S.No.	Method of Assessments	Weightage (Max. marks)	Evaluator
1.	Written test	30	Teacher
2.	Practical test	30	Certified Assessor #
3.	Oral test/viva voce	10	Teacher/External Examiner

4.	Portfolio	10	Teacher
5.	Project	10	Teacher/Trainer
6.	Direct Observation	10	Teacher/Trainer
Total		100	

# Assessors will be certified by the State Education Board.

1. **Written test:** It allows candidates to demonstrate that they have the knowledge and understanding of a given topic.
2. **Practical test:** It allows candidates to demonstrate application of skills in simulated or real work conditions against competency standards (skill and academic standards).
3. **Oral test/viva voce:** It allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of oral test or viva voce.
4. **Portfolio:** It is a compilation of documents that supports the candidate's claim of competence that was acquired from prior learning and practical experience. Documents (including photo's, newspaper articles, reports, etc.) of practical experience in the workplace or the community and photographs of the products prepared by the candidates related to the units of competency should be included in the portfolio.
5. **Project:** Projects (individual or group projects) are a great way to assess the practice skills on a deadline, but these should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation.
6. **Direct Observation** - Direct observation requires a considerable degree of commitment from the observer and those being observed. Employability skills evaluation listed below in the table should be evaluated through direct observation by the teacher/trainer and appropriate records should be maintained for transparency in evaluation.

Employability Skill Area	S. No.	Competencies and Performance Standards	Competent	Not Yet Competent
Communication	1.	Questions appropriately		
	2.	Writes clearly and legibly		
	3.	Demonstrates good listening and responding skills		
	4.	Informs about the absence and reasons of absence		
Responsibility	5.	Organizes work		
	6.	Manages time effectively and efficiently		
	7.	Complete assignments timely		
	8.	Displays care for tools and equipment		
	9.	Accepts responsibility pleasantly		
	10.	Exhibits patience		
	11.	Demonstrates pride in work		
Interpersonal relationship	12.	Displays friendly and cooperative attitude		
	13.	Demonstrates tactfulness in difficult situations		
	14.	Accepts constructive criticism		
	15.	Exhibits positive attitude		
Health and Safety	16.	Practices good personal hygiene regularly		

	17. Maintains good personal health
	18. Dresses well and in appropriate manner
Innovation and Creativity	19. Give reasons and make judgments objectively
	20. Share ideas and thoughts with others

## 11.0 List of Equipment and Materials

The list given below is suggestive and an exhaustive list should be prepared by the teacher. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

1. Lensometer
2. Pupilometer
3. Samples of lenses
4. Samples of eyeglass frames
5. Keratometer
6. Slit-lamp/bio-microscope
7. Trial lens frame
8. Trial lens kit
9. Colour vision test plate
10. Handpiece ophthalmic
11. Torch
12. Caliper
13. Whiteboard
14. Marker/Chalk
15. Demonstration charts

## 12.0 Teacher Qualifications

Qualification, competencies and other requirements for Vocational Teacher on contractual basis should be as follows:

S.No.	Qualification	Minimum Competencies	Age Limit
1.	Graduation in Science stream from a recognized Institute /University, with at least 1 year experience in teaching/working in a hospital or vision/eye care clinic, attending to concerned patients and familiar with concerned equipment.	<ul style="list-style-type: none"> <li>• Effective communication skills (oral and written)</li> <li>• Basic computing skills.</li> <li>• Technical competencies (e.g., in areas like working with eye care products and equipment)</li> </ul>	18-37 years (as on Jan. 01 (year)) Age relaxation to be provided as per Govt. rules.



## 13.0 List of Contributors

### Experts

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