Model Curriculum

QP Name: Ayurveda Ahara & Poshana Sahayak

QP Code: HSS/Q3901

QP Version: 2.0

NSQF Level: 3

Model Curriculum Version: 1.0

Healthcare Sector Skill Council || Healthcare Sector Skill Council,520, DLF Tower A, 5th Floor, Jasola District Centre, New Delhi – 110025

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Training Parameters

Sector	Healthcare
Sub-Sector	AYUSH
Occupation	Ayurveda Diet
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2015-2265.0200
Minimum Educational Qualification and Experience	• Grade 10 or • Grade 8 with one year of (NTC/ NAC) after 8th or • Grade 8 pass and pursuing continuous schooling in regular school with vocational subject or • 8th grade pass with 1 year of experience
Pre-Requisite License or Training	Trained on given QP-NOS
Minimum Job Entry Age	18 Years
Last Reviewed On	18/08/2020
Next Review Date	20/07/2025
NSQC Approval Date	20/11/2020
QP Version	2.0
Model Curriculum Creation Date	18/08/2020
Model Curriculum Valid Up to Date	17/08/2025
Model Curriculum Version	1.0
Minimum Duration of the Course	600 Hrs.
Maximum Duration of the Course	600 Hrs.

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Explain the concepts and fundamental principles related to Ahara in Ayurveda.
- Perform key role and responsibilities of Ayurveda Ahara and Poshana Sahayak.
- Demonstrate the skills required in the kitchen for pre, during and post food preparation.
- Demonstrate the safe storage practices for items such as food, utensils etc.
- Maintain food hygiene.
- Demonstrate the safe food handling techniques.
- Provide dietary information to the client as per diet chart prescribed by an Ayurveda Dietician.
- Demonstrate the process of maintaining client and stock records.
- Comply with food waste management practices.
- Demonstrate the skills necessary to manage the kitchen inventory.
- Maintain a safe, healthy, and secure working environment.
- Maintain interpersonal relationships with co-workers, patients, and their family members.
- Follow biomedical waste disposal and infection control policies and procedures in the healthcare organization.

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Module	**04:00**	**04:00**	**00:00**	**00:00**	**08:00**
Module 1: Introduction to AYUSH delivery systems	04:00	04:00	00:00	00:00	08:00
HSS/N3903: Carry out routine activities in the kitchen	**04:00**	**12:00**	**14:00**	**00:00**	**30:00**
Module 2: Introduction to Basic principles of Ayurveda and their significance	04:00	12:00	14:00	00:00	30:00
Bridge Modules	**16:00**	**22:00**	**07:00**	**00:00**	**45:00**

Module 3: Basic structure and function of human body (Rachana Sharir and Kriya Sharir)	08:00	06:00	02:00	00:00	16:00
Module 4: Basic computer knowledge	08:00	16:00	05:00	00:00	29:00
HSS/N3903: Carry out routine activities in the kitchen	**72:00**	**70:00**	**38:00**	**00:00**	**180:00**
Module 5: Importance of Ahara in Health and disorders	15:00	10:00	10:00	00:00	35:00
Module 6: Role and responsibility of Ayurveda Ahara and Poshana Sahayak	16:00	12:00	10:00	00:00	38:00
Module 7: Food and equipment storage practices	26:00	29:00	08:00	00:00	63:00
Module 8: Inventory management	15:00	19:00	10:00	00:00	44:00
HSS/N3902: Support during cooking procedure in lines with Ayurveda principles	**68:00**	**78:00**	**34:00**	**00:00**	**180:00**
Module 9: Pre-requisites for food preparation	20:00	29:00	10:00	00:00	59:00
Module 10: Food safety	20:00	15:00	10:00	00:00	45:00
Module 11: Food Waste Management	16:00	21:00	09:00	00:00	46:00
Module 12: Personal Hygiene	12:00	13:00	05:00	00:00	30:00
HSS/N3901: Provide support to Ayurveda Dietician in administrative work	**30:00**	**28:00**	**02:00**	**00:00**	**60:00**

Module 13: Documentation and Record Management	20:00	11:00	02:00	00:00	33:00
Module 14: Basic soft skills and communication	10:00	17:00	00:00	00:00	27:00
HSS/N9615: Maintain interpersonal relationship with client, colleagues, and others	**04:00**	**12:00**	**06:00**	**00:00**	**22:00**
Module 15: Maintain interpersonal relationship with colleagues and others	04:00	12:00	06:00	00:00	22:00
HSS/N9617: Maintain a safe, healthy and secure working environment	**04:00**	**08:00**	**03:00**	**00:00**	**15:00**
Module 16: Safety, emergency medical response and first aid	04:00	08:00	03:00	00:00	15:00
HSS/N9620: Comply with infection control and biomedical waste disposal policies	**08:00**	**06:00**	**16:00**	**00:00**	**30:00**
Module 17: Infection control policies and procedures	04:00	03:00	8:00	00:00	15:00
Module 18: Bio-medical waste management	04:00	03:00	8:00	00:00	15:00
Total Duration	**210:00**	**240:00**	**120:00**	**00:00**	**570:00**
Module 19: DGT/VSQ/N0101 : Employability Skills (30 Hours)	30:00	00:00	00:00	00:00	30:00
Total Duration	**240:00**	**240:00**	**120:00**	**00:00**	**600:00**

Module Details

Module 1: Introduction to AYUSH healthcare systems
Mapped to Bridge Module

Terminal Outcomes:

- Describe the basic structure and function of AYUSH healthcare delivery system in India.

Duration: *04:00*	Duration: *04:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe the AYUSH healthcare system in India at primary, secondary, tertiary level. - Distinguish between private, public, and non-profit AYUSH healthcare systems. - Discuss in detail about Ayurveda healthcare setup and services involved. - List the professionals involved at an Ayurveda healthcare facility along with their scope of work.	- Prepare a report summarizing the observations about basic structure and function of AYUSH system in India. - Create an organization flow chart depicting roles and responsibilities of professionals working at Ayurveda healthcare setup.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Board eraser	
Tools, Equipment and Other Requirements	
Visit to AYUSH hospitals for field assignment	

Module 2: Introduction to Basic principles of Ayurveda and their significance
Mapped to: HSS/N3903,

Terminal Outcomes:

- Describe the basic principles of Ayurveda.

Duration: 04:00	Duration: 12:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the basic principles of Ayurveda (Vata, Pitta, Kapha). - Discuss about the origin and philosophy of Ayurveda. - Discuss about the five elements in Ayurveda. - Explain about the body constitutions such as Dosha and Dhatus. - Explain the dietary and medicinal substances and concepts of health and disorders in Ayurveda.	- Apply the knowledge of Ayurveda to identify the Doshas and Dhatus of body using charts and models. - Create a diagrammatic representation depicting the characteristic of Vata, Pitta and Kapha.
Classroom Aids:	
Charts, e- models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
NA	

Module 3: Basic structure and function of human body (Rachana Sharir and Kriya Sharir)
Mapped to Bridge Module

Terminal Outcomes:

- Demonstrate the knowledge of basic structure and function of the human body.

Duration: *08:00*	Duration: *06:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- List down various body parts. - Explain the concept of anatomy (Rachana Sharira). - Explain the concept of physiology (Kriya Sharira). - Explain the concept of six regions (Shadangatwam) of Sharira. - Discuss in detail about divisions of Sharira. - Explain the concept of homeostais (Dhātusāmya) in Ayurveda. - Discuss in detail about different diseases, disorders and syndromes associated with various body systems.	- Apply the knowledge of basic human anatomy to identify different parts of the body using charts and models. - Prepare a model of human body parts using waste material depicting different anatomical parts. - Prepare a model of body parts depicting physiological process.
Classroom Aids:	
Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
3D models of human body and accessory organs, model human skeletal system, organ specimen	

Module 4: Basic computer knowledge
Mapped to Bridge Module

Terminal Outcomes:

- Demonstrate the use of computers and internet operations.
- Apply basic computer knowledge in performing various activities.

Duration: *08:00*	Duration: *16:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- List the fundamental hardware components that make up a computer's hardware and role of these components. - Distinguish between an operating system and an application program. - Identify the principal components of a given computer system.	- Demonstrate data entry, taking backups, saving, and retrieving the files. - Prepare reports/documents using word processing software and spreadsheets. - Demonstrate the use of browser functions to surf on the Internet, and to send emails.
Classroom Aids:	
Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Computer with internet facility and latest version of software	

Module 5: Importance of Ahara in Health and Disorders
Mapped to: HSS/N3903,

Terminal Outcomes:

- Classify and explain the properties of different Ahara and their actions.
- Explain the importance of different food items as per the ailments.

Duration: *15:00*	Duration: *10:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the concept of food (Ahara) in health and ailments. - Describe the classification of diet/food articles (Aahara Dravya) and their properties. - Explain the importance of wholesome food (Hita Avam), unwholesome food (Ahita Ahara) based on body type and constitution (Doshika Prakriti). - Explain about the importance of favourable (Pathya) and unfavourable (Apathya) Ahara in the treatment of diseases. - Explain about different dairy products and their uses in health and disease. - Categorise macro and micronutrients along with their functions. - Explain about the use and importance of water in Ahara. - Explain the importance of using oils in Ahara as medicinal therapy. - Describe the properties and function of taste (Shadrasa) in Ahara. - Discuss about various adjuvants of food in Ayurveda.	- Demonstrate the process of classifying food items based on their nutritional properties such as protein rich, carbohydrate rich etc. - Demonstrate the process of preparing diet plan using dairy products as per the health and ailment. - Demonstrate the method of classifying food items in different categories such as Drinkables (Pan), Eatables (Asana), Chewable (Bhakshya) and Lickable (Lehya) etc.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Flip books and models for food groups and nutritional brochures, charts of food groups, portion sizes, nutrient sources etc., sample diet chart for practice, sample forms and formats	

Module 6: Roles and responsibilities of an Ayurveda Ahara and Poshana Sahayak

Mapped to: HSS/N3903,

Terminal Outcomes:

- Discuss key role and responsibilities of an Ayurveda Ahara and Poshana Sahayak.

Duration: *16:00*	Duration: *12:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe the roles and responsibilities of Ayurveda Ahara and Poshana Sahayak. - Distinguish between the scope of practice of Ayurveda Ahara and Poshana Sahayak and that of Ayurveda Dietician. - Discuss the roles of multi-disciplinary dietician team personnel. - Discuss the role of Ayurveda Ahara and Poshana Sahayak in the Ayurveda dietetic team.	- Create a chart depicting roles and responsibilities of an Ayurveda Ahara and Poshana Sahayak, Ayurveda Dietician, Cook and other personnel in the department. - Demonstrate usage of the appropriate dietetics related Ayurveda terminology during role play.
Classroom Aids:	
Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Food items, Diet Chart, IEC material such as brochures, pamphlets, leaflets of balanced diet	

Module 7: Food and equipment storage practices
Mapped to: HSS/N3903,

Terminal Outcomes:

- Carry out the safe storage of food and articles.

Duration: 26:00	Duration: 29:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Classify food items as per storage practices. - Describe various types of storage practices. - Explain the importance of food storage as per the six tastes and season in the Ayurveda. - Explain the various methods of storing different food items. - Describe various types of storage equipment/devices. - Explain the use of appropriate equipment for food items storage. - Explain the importance of following manufacturer's recommendations while using and storing of the equipment.	- Prepare a checklist of food items for different storage practices. - Demonstrate application of hygiene and sanitation protocols in mock food storage areas. - Demonstrate how to store food items/articles/ingredients to preserve Ayurvedic regimen.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Storage Cupboards, Storage Box for storing Dry and Fresh Cooking Ingredients, Vessels, bottles, Ingredients, equipment, PPE, Cold storage	

Module 8: Inventory management

Mapped to: HSS/N3903,

Terminal Outcomes:

- Maintain inventory as per organizational policies and procedures.

Duration: *10:00*	Duration: *19:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe the inventory management practices such as FIFO (First in First Out) used in dietetics department. - Describe the importance and need of inventory management of kitchen equipment, food items, and utensils. - Explain the importance of preparing an estimate of raw food material, kitchen supplies to be procured on regular basis. - Discuss about reporting matrix in case of loss of commodities or consumables. - Describe about labelling of raw materials and its need. - Discuss inventory replenishment and distribution systems.	- Demonstrate use of FIFO (First in First Out) using sample inventory checklist in mock food storage area. - Prepare a sample of an estimate of raw material, kitchen supplies which to be procured on regular basis. - Label sample of raw food materials, utensils, and tools using right techniques and procedures. - Prepare a sample inventory checklist in mock set-up.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Case study, raw material, labels, stock register, inventory book, food stuff, utensils, equipment, tools	

Module 9: Pre-requisites for food preparation
Mapped to: HSS/N3902,

Terminal Outcomes:

- Demonstrate the techniques of washing, peeling, chopping, cutting, grinding etc.
- Demonstrate the correct use and safe handling of kitchen equipment.

Duration: 20:00	Duration: 29:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Differentiate between the raw, semi-solid and solid food. - Discuss about the food preparation methods like dry heating, roasting, boiling, steaming etc. - Explain the importance of food preparation practices as per food safety norms. - Discuss about the right selection of equipment or utensil for food preparation. - Describe the safe cooking practices to be followed for different food items. - Explain the usage of water in food preparation.	- Demonstrate the safe practice of handling equipment. - Demonstrate the skills of chopping, peeling, grinding vegetables and fruits etc. - Demonstrate the use of cooking equipment like chapati skillet, oven, refrigerator etc in a skill lab. - Demonstrate the techniques of cleaning, drying and storage of equipment and utensils. - Inspect the cleanliness of kitchen, utensils, and equipment before stating them fit-for-use in mock kitchen set-up.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Sinks for utensil washing, food trolley, refrigerator, microwave, chopper, grinder, peeler, grinder, skillet, oven, dining utensils, measuring cups and spoons blenders, kitchen utensils and equipment for cooking/processing, , storage and garbage bins at all cooking stations, aprons and head scarfs, gloves (Disposable)	

Module 10: Food safety
Mapped to: HSS/N3902,

Terminal Outcomes:

- Identify the sources of food contamination.
- Carry out the ways to prevent food contamination.

Duration: *20:00*	Duration: *15:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the importance of maintaining optimum temperature and ventilation in kitchen for food safety and hygiene. - Identify various sources of food contamination in kitchen environment. - Explain the ways to prevent food contamination. - Describe the possible impact of contaminated food on the client health. - Detect the signs of decayed or contaminated food. - Identify situations during which the food safety matters to be escalated to concerned authority.	- Demonstrate the problem-solving skills to deal with unexpected food safety situations effectively in a role play. - Demonstrate the technique of washing utensils and tools in a mock set up. - Demonstrate the use of temperature measuring device.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Refrigerator, storage shelves, temperature measuring device, food waste disposal bins	

Module 11: Food Waste Management
Mapped to: HSS/N3902, v1.0

Terminal Outcomes:

- Follow the safe disposal of waste and leftover food as per the guidelines and protocol.

Duration: *16:00*	Duration: *21:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the importance of discarding food waste as per food waste management guidelines. - identify if the waste is removed from food preparation areas by applying the food waste management practices. - Explain about the guidelines and procedures for safe disposal of food waste/ leftover/ unconsumed, raw, spoiled, and expired food items/ ingredients. - Explain the adverse impact of keeping food waste for longer duration in the kitchen. - Explain the difference between recyclable and non-recyclable waste. - Explain about the process of handling of raw and leftover food waste.	- Demonstrate the method of segregation of food waste. - Demonstrate the techniques of disposing left over food waste.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Food waste disposal bins, food items	

Module 12: Personal Hygiene
Mapped to: HSS/N3902,

Terminal Outcomes:

- Demonstrate the steps of hand hygiene techniques.
- Demonstrate the technique of proper usage of PPE.
- Describe the use of PPE.

Duration: 12:00	Duration: 13:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the concept of healthy living. - Describe the hand-hygiene guidelines and procedures used in healthcare settings. - Explain the importance of using Personal Protective Equipment (PPE). - List the types of PPE. - Describe the process of donning and doffing of PPE.	- Demonstrate the procedures of hand hygiene to prevent cross infection. - Demonstrate the techniques of donning and doffing of PPE.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Personal Protective Equipment (PPE), charts on hand hygiene protocols, Liquid soap, tissue, wash basin	

Module 13: Documentation and Record Management
Mapped to: HSS/N3901,

Terminal Outcomes:

- Demonstrate technical skills of creating, updating and retrieval of the database.
- Carry out proper documentation of various process such as stock and dietetic records.

Duration: *20:00*	Duration: *11:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Define the role and responsibilities of Ahara and Poshana Sahayak in documenting and managing records. - Explain various types of records to be maintained such as stock, inventory, and dietetic records. - Explain the methods of record keeping. - Identify the method of storage and retrieval of records. - Explain the importance of maintaining confidentiality of documents related to client's dietetic records.	- Enter data in various forms and format according to the standard guidelines. - Demonstrate how to compile all the relevant information in sample formats necessary to create the database of client.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Sample formats of reports and hospital documents	

Module 14: Basic soft skills and communication
Mapped to: HSS/N3901,

Terminal Outcomes:

- Communicate effectively with co-workers, client, and family.

Duration: 10:00	Duration: 17:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the importance of effective communication with client, relatives, and colleagues. • Discuss how to use problem solving skill to resolve issues quickly and effectively. • Discuss about the importance of effective listening. • Explain about verbal and nonverbal communication skills. • Discuss about confidentiality and privacy practices related to client's information. • Discuss the importance of teamwork skills in achieving desired results. • Explain work ethics in the hospital set up.	• Demonstrate the usage of technical terms to ensure effective communication. • Demonstrate the use of reading and writing skills in written communication. • Demonstrate problem solving skills in different situations. • Demonstrate skills of team- work, time management and work prioritization in different team activities. • Demonstrate basic telephone etiquettes.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Case studies and demonstrative videos on teamwork, group dynamics	

Module 15: Maintain interpersonal relationship with colleagues and others
Mapped to: HSS/N9615,

Terminal Outcomes:

- Discuss the importance of maintaining professional relationships with co-workers and client in the organization.

Duration: *04:00*	**Duration**: *12:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe the importance of maintaining professional and therapeutic relationship. - Discuss the importance of effective communication amongst colleagues and others. - Discuss the concept of teamwork and group dynamics.	- Demonstrate client centric approach through a role paly. - Demonstrate the process of maintaining confidentiality of client's information through a role-play. - Create a sample questionnaire for handling queries of clients and other related team members. - Demonstrate the method of maintaining collaborative relationships with co-workers at workplace through a role play.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Sample formats of reports and hospital documents	

Module 16: Safety, emergency medical response and first aid
Mapped to: HSS/N9617,

Terminal Outcomes:

- Perform basic life support or basic first aid in medical emergency situations, as and when required.
- Respond to institutional emergencies appropriately.

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the basics of first aid. - List the precautions to be taken for personal safety. - Discuss how to perform basic life support (BLS) as and when required. - Explain the use of protective devices such as restraints and safety devices. - Identify precautions to be taken for self-safety. - Describe the hospital emergency codes. - Explain about disaster management techniques to deal with institutional emergencies. - List the common emergencies which could happen in telehealth facility. - Discuss about the escalation matrix for referral and management of common emergencies.	- Demonstrate usage of hospital emergency codes and basic first aid in a mock drill depicting an institutional emergency. - Demonstrate Cardio-Pulmonary Resuscitation (CPR) on manikin. - Design a dummy portable and segregable first aid kit as per requirements. - Create a chart depicting different types of protective devices such as restraints and safety devices. - Create a flow chart depicting common emergency situations and its referral mechanism.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Crash cart trolley, first aid box, CPR nursing manikin, Ambu bag with mask adult, torch, physical restraints, fire extinguisher	

Module 17: Infection control policies and procedures
Mapped to: HSS/N9620,

Terminal Outcomes:

- Develop techniques of self-hygiene.
- Apply infection control policies and procedures during daily activities.

Duration: *4:00*	Duration: *03:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the concept of healthy living. - Describe the importance of infection control and prevention. - List strategies for preventing transmission of pathogenic organisms. - Describe the nosocomial infections. - Explain the importance of incident reporting. - Explain the concept of immunization. - Describe the hand-hygiene guidelines and procedures used in healthcare-settings. - Explain the importance of using Personal Protective Equipment (PPE). - List the types of PPE. - Describe the process of wearing and removing each of the PPE.	- Demonstrate the steps of spill management. - Demonstrate the procedures of hand hygiene. - Demonstrate wearing, removing and discarding of PPE.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Hypochlorite solution, chlorhexidine, alcohol swab, apron, lab coat, gloves, mask, cap, shoes, safety goggles and spectacles, towels, cotton, isopropyl alcohol, disposable cartridge and syringes, spill kit	

Module 18: Bio-medical waste management

Mapped to: HSS/N9620,

Terminal Outcomes:

- Dispose different types of biomedical waste in appropriate colour coded bins/containers.
- Apply local guidelines of biomedical waste disposal system during daily activities.

Duration: *4:00*	Duration: *3:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Categorize the different types of biomedical waste. - Explain the importance and mechanism of proper and safe disposal, transportation, and treatment of bio-medical waste. - Identify the various types of colour coded bins/containers used for disposal of biomedical waste. - Explain the importance of following local guidelines of biomedical waste disposal.	- Segregate the biomedical waste applying the local guidelines. - Create a chart depicting different types of biomedical waste and various types of color coded bins/containers used for disposal of biomedical waste. - Prepare a report on the observations from field assignment about the structure of transportation and treatment of bio-medical waste.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Different coded color bins, chart for color coding of bins	

Module 19: Employability Skills (30 hours)
Mapped to Module: DGT/VSQ/N0101, V1.0, Employability Skills (30 Hours)

Mandatory Duration: *30:00*			
Location: On-Site			
S.No.	Module Name	Key Learning Outcomes	Duration(hours)
1.	Introduction to Employability Skills	• Discuss the importance of Employability Skills in meeting the job requirements.	1
2.	Constitutional values - Citizenship	• Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. thatare required to be followed to become a responsible citizen. • Show how to practice different environmentally sustainable practices.	1
3.	Becoming a Professional in the 21st Century	• Discuss 21st century skills. • Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations.	1
4.	Basic English Skills	• Use appropriate basic English sentences/phrases while speaking.	2
5.	Communication Skills	• Demonstrate how to communicate in a well -mannered way with others. • Demonstrate working with others in a team.	4
6.	Diversity & Inclusion	• Show how to conduct oneself appropriately with all genders and PwD. • Discuss the significance of reporting sexual harassment issues in time.	1
7.	Financial and Legal Literacy	• Discuss the significance of using financial products and services safely and securely. • Explain the importance of managing expenses, income, and savings. • Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws.	4
8.	Essential Digital Skills	• Show how to operate digital devices and use the associated applications and features, safely and securely. • Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely.	3
9.	Entrepreneurship	• Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges.	7
10.	Customer Service	• Differentiate between types of customers. • Explain the significance of identifying customer needs and addressing them. • Discuss the significance of maintaining hygiene and dressing appropriately.	4
11	Getting ready for apprenticeship & Jobs	• Create a biodata. • Use various sources to search and apply for jobs. • Discuss the significance of dressing up neatly and maintaining hygiene for an interview.	2

		• Discuss how to search and register for apprenticeship opportunities.	

LIST OF TOOLS & EQUIPMENT FOR EMPLOYABILITY SKILLS		
S No.	**Name of the Equipment**	**Quantity**
1.	Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below)	As required
2.	UPS	As required
3.	Scanner cum Printer	As required
4.	Computer Tables	As required
5.	Computer Chairs	As required
6.	LCD Projector	As required
7.	White Board 1200mm x 900mm	As required
Note: Above Tools &Equipment not required, if Computer LAB is available in the institute.		

Mandatory Duration: *120:00*	
Module Name: On-the-Job Training **Location: On Site**	

Terminal Outcomes

- Demonstrate activities to be performed by Ayurveda Ahara and Poshana Sahayak at workplace.
- Demonstrate to provide support to Ayurvedic Dietician during the client management.
- Demonstrate to arrange prerequisites of diet preparation.
- Carry out variety of works including arrangement of equipment's, instruments, raw material for food preparation.
- Carry out maintenance of kitchen.
- Perform cleaning and maintenance of equipment's used during cooking.
- Demonstrate the method of segregation of food waste as per standard guideline and protocol.
- Demonstrate the techniques of disposing left over food waste.
- Demonstrate the various records maintenance.
- Demonstrate the method of storing food.
- Demonstrate handling of biomedical waste from its segregation in different coloured dustbin as per the local biomedical waste management protocol.

Annexure

Trainer Requirements

Trainer Prerequisites					
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	
Ayurveda Post-graduate	Dravya Gun, Swastha vritt, Rasa shastra	1		1		Skills in using IT
Ayurveda Graduate (BAMS)		1		1		Skills in using IT

Trainer Certification	
Domain Certification	**Platform Certification**
Certified for Job Role: "Ayurveda Ahara and Poshana Sahayak" mapped to QP: "HSS/Q3901 v2.0" with minimum score of 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q2601" with minimum score of 80%.

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Ayurveda Post-graduate	Dravya Gun, Swastha vritt, Rasa shastra	2		1		Skills in using IT
Ayurveda Graduate (BAMS)		2		1		Skills in using IT

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Ayurveda Ahara and Poshana Sahayak" mapped to QP: "HSS/Q3901 v2.0" with minimum score of 80%.	Recommended that the Trainer is certified for the Job Role: "Assessor", mapped to the Qualification Pack: "MEP/Q2701" with minimum score of 80%.

Assessment Strategy

The emphasis is on 'learning-by-doing' and practical demonstration of skills and knowledge based on the performance criteria. Accordingly, assessment criteria for each job role is set and made available in qualification pack.

The assessment papers for both theory and practical would be developed by Subject Matter Experts (SME) hired by Healthcare Sector Skill Council or with the HSSC accredited Assessment Agency as per the assessment criteria mentioned in the Qualification Pack. The assessments papers would also be checked for the various outcome-based parameters such as quality, time taken, precision, tools & equipment requirement etc.

Each NOS in the Qualification Pack (QP) is assigned a relative weightage for assessment based on the criticality of the NOS. Therein each Element/Performance Criteria in the NOS is assigned marks on relative importance, criticality of function and training infrastructure.

The following tools would be used for final assessment:

1. Practical Assessment: This comprises of a creation of mock environment in the skill lab which is equipped with all equipment required for the qualification pack.

Candidate's soft skills, communication, aptitude, safety consciousness, quality consciousness etc. is ascertained by observation and marked in observation checklist. The outcome is measured against the specified dimensions and standards to gauge the level of their skill achievements.

2. Viva/Structured Interview: This tool is used to assess the conceptual understanding and the behavioral aspects with regard to the job role and the specific task at hand. It also includes questions on safety, quality, environment and equipment etc.

3. On-Job Training: OJT would be evaluated based on standard log book capturing departments worked on, key observations of learner, feedback and remarks of supervisor or mentor.

4. Written Test: Question paper consisting of 100 MCQs (Hard:40, Medium:30 and Easy: 30) with questions from each element of each NOS. The written assessment paper is comprised of following types of questions:

  i.   True / False Statements
  ii.   Multiple Choice Questions
  iii. Matching Type Questions.
  iv.   Fill in the blanks
  v.   Scenario based Questions
  vi.   Identification Questions

QA Regarding Assessors:

Assessors are selected as per the "eligibility criteria" laid down by HSSC for assessing each job role. The assessors selected by Assessment Agencies are scrutinized and made to undergo training and introduction to HSSC Assessment Framework, competency based assessments, assessors guide etc. HSSC conducts "Training of Assessors" program from time to time for each job role and sensitize

assessors regarding assessment process and strategy which is outlined on following mandatory parameters:

1) Guidance regarding NSQF
2) Qualification Pack Structure
3) Guidance for the assessor to conduct theory, practical and viva assessments
4) Guidance for trainees to be given by assessor before the start of the assessments.
5) Guidance on assessments process, practical brief with steps of operations practical observation checklist and mark sheet
6) Viva guidance for uniformity and consistency across the batch.
7) Mock assessments
8) Sample question paper and practical demonstration

References

Glossary

Term	Description
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
AYUSH	Ayurveda Yoga Unani Siddha Homeopathy
PPE	Personal Protective Equipment
CPR	Cardio Pulmonary Resuscitation
FIFO	First in First Out