



# Model Curriculum

**QP Name: Ayurveda Masseur**

**QP Code: HSS/Q3605**

**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

# Table of Contents

Training Parameters.....	3
Program Overview .....	4
Training Outcomes.....	4
Compulsory Modules.....	4
Module Details.....	7
Module 1: Introduction to AYUSH Healthcare System .....	7
Module 2: Basic structure and function of human body .....	8
Module 3: Roles and Responsibilities of Ayurveda Masseur .....	9
Module 4: Pre-requisites to Ayurvedic Massage .....	10
Module 5: Conduct Ayurvedic Massage.....	11
Module 6: Post Procedure care.....	13
Module 7: Maintain interpersonal relationship.....	16
Module 8: Professional standards of grooming and conduct .....	17
Module 9: Safety, emergency medical response and first aid .....	18
Module 10: Infection control practices and waste management.....	19
Module 11: DGT/VSQ/N0101 : Employability Skills (30 Hours) .....	20
Annexure.....	20
Trainer Requirements .....	21
Assessor Requirements.....	22
Assessment Strategy .....	23
References .....	25
Glossary.....	25
Acronyms and Abbreviations .....	26

## Training Parameters

<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	AYUSH
<b>Occupation</b>	Ayurveda Therapy
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/NIL
<b>Minimum Educational Qualification and Experience</b>	<ul style="list-style-type: none"> <li>• Grade 9</li> <li>or</li> <li>• Grade 8 with one year of (NTC/ NAC) after 8<sup>th</sup></li> <li>or</li> <li>• Grade 8 pass and pursuing continuous schooling in regular school with vocational subject</li> <li>or</li> <li>• 8th grade pass with 1 year of experience</li> </ul>
<b>Pre-Requisite License or Training</b>	
<b>Minimum Job Entry Age</b>	16 Years
<b>Last Reviewed On</b>	17/11/2022
<b>Next Review Date</b>	31/03/2025
<b>NSQC Approval Date</b>	31/03/2022
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	
<b>Model Curriculum Valid Up to Date</b>	
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	360 Hrs.
<b>Maximum Duration of the Course</b>	360 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 concept and fundamental principles of Ayurveda.
- Discuss the significance of Ayurvedic massage.
- Demonstrate the skills required for carrying out ayurvedic massage.
- Demonstrate the process of maintaining relevant records.
- Maintain a safe, healthy, and secure working environment.
- Follow biomedical waste disposal and infection control policies and procedures.
- Maintain interpersonal relationships with others.

### 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
<b>1. HSS/N3613: Pre Procedural requirements of Ayurveda Massage NOS Version No. 1.0 NSQF level 3</b>	<b>10:00</b>	<b>20:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 1: Introduction to AYUSH Healthcare System	<b>03:00</b>	<b>05:00</b>	<b>00:00</b>	<b>00:00</b>	<b>08:00</b>
Module 2: Basic structure and function of human body	<b>03:00</b>	<b>10:00</b>	<b>00:00</b>	<b>00:00</b>	<b>13:00</b>
Module 3: Roles and responsibilities of Ayurveda Masseur	<b>04:00</b>	<b>05:00</b>	<b>00:00</b>	<b>00:00</b>	<b>09:00</b>

<b>2. HSS/N3614: Carry out Ayurvedic Massage NOS Version No. 1.0 NSQF level 3</b>	<b>30:00</b>	<b>90:00</b>	<b>30:00</b>	<b>00:00</b>	<b>150:00</b>
Module 4: Pre-requisites to Ayurvedic Massage	<b>15:00</b>	<b>45:00</b>	<b>00:00</b>	<b>00:00</b>	<b>60:00</b>
Module 5: Conduct Ayurvedic Massage	<b>15:00</b>	<b>45:00</b>	<b>00:00</b>	<b>00:00</b>	<b>60:00</b>
<b>HSS/Q3608: Assist in post procedure compliances of panchakarma Session. NOS Version No. 1.0 NSQF level 3</b>	<b>30:00</b>	<b>60:00</b>	<b>00:00</b>	<b>00:00</b>	<b>90:00</b>
Module 6: Post procedure care	<b>30:00</b>	<b>60:00</b>	<b>00:00</b>	<b>00:00</b>	<b>90:00</b>
<b>HSS/N9625: Maintain interpersonal relationships and professional conduct. NOS Version No. 1.0 NSQF level 4</b>	<b>10:00</b>	<b>20:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
<u>Module 7: Maintain interpersonal relationship</u>	<b>05:00</b>	<b>10:00</b>	<b>00:00</b>	<b>00:00</b>	<b>15:00</b>
<u>Module 8: Professional standards of grooming and conduct</u>	<b>05:00</b>	<b>10:00</b>	<b>00:00</b>	<b>00:00</b>	<b>15:00</b>
<b>HSS/N9624: Maintain a safe and secure working environment NOS Version 1.0 NSQF Level 4</b>	<b>10:00</b>	<b>20:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
<u>Module 9: Safety, emergency medical response and first aid</u>	<b>05:00</b>	<b>10:00</b>	<b>00:00</b>	<b>00:00</b>	<b>15:00</b>
<u>Module 10: Infection control practices and waste management</u>	<b>05:00</b>	<b>10:00</b>	<b>00:00</b>	<b>00:00</b>	<b>15:00</b>
<b>Total Duration</b>	<b>90:00</b>	<b>210:00</b>	<b>30:00</b>	<b>00:00</b>	<b>330:00</b>
<u>Module 11: DGT/VSQ/N0101 : Employability Skills (30 Hours)</u>	<b>30:00</b>	<b>00:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
<b>Total Duration</b>	<b>120:00</b>	<b>210:00</b>	<b>00:00</b>	<b>00:00</b>	<b>360:00</b>

# Module Details

## Module 1: Introduction to AYUSH healthcare systems

*Mapped to: HSS/N3613*

### Terminal Outcomes:

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

<b>Duration: 03:00</b>	<b>Duration: 05:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the AYUSH healthcare system in India at primary, secondary, tertiary level.</li> <li>• Distinguish between private, public, and non-profit AYUSH healthcare systems.</li> <li>• Discuss in detail about Ayurveda healthcare setup and services involved.</li> <li>• List the professionals involved at an Ayurveda healthcare facility along with their scope of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a note on the basic structure and function of AYUSH healthcare delivery system in India.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Visit to AYUSH Hospital for field assignment	

## Module 2: Basic structure and function of human body (Rachana Sharira and Kriya Sharira)

*Mapped to: HSS/N3613*

### Terminal Outcomes:

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

<b>Duration: 03:00</b>	<b>Duration: 10:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List down various body parts.</li> <li>• Explain the concept of anatomy (Rachana Sharira).</li> <li>• Explain the concept of physiology (Kriya Sharira).</li> <li>• Explain the concept of six regions. (Shadangatwam) of Sharira.</li> <li>• Discuss in detail about divisions of Sharira.</li> <li>• Explain the concept of homeostasis (Dhātusāmya) in Ayurveda.</li> <li>• Explain the concept of qualities (Guna) and disturbing factors (Dosha).</li> <li>• Describe the plasma (Rasa Dhatu), blood (Rakta Dhatu) and muscles (Mamsa Dhatu).</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a model of human body parts using waste material depicting different anatomical parts.</li> <li>• Prepare a chart of body parts depicting physiological process of human body system.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
<b>Tools, Equipment and Other Requirements</b>	
Human Body Skeleton, Charts and Posters on body system	

## Module 3: Roles and responsibilities of Ayurveda Masseur

*Mapped to: HSS/N3613*

### Terminal Outcomes:

- Describe roles and responsibilities of Ayurveda Masseur.

<b>Duration:</b> 04:00	<b>Duration:</b> 05:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the role and responsibilities of an Ayurveda Masseur.</li> <li>Discuss about scope of work related to Ayurveda Masseur</li> <li>Explain the importance of preparing oneself appropriately to provide massage therapy</li> <li>Explain about equipment's, oils etc to be used in a role of Ayurveda Masseur.</li> <li>Discuss about ensuring that any equipment and materials are suitable for use</li> <li>Explain the importance of record keeping, confidentiality and maintaining privacy</li> <li>Explain the purpose of obtaining consent before procedure.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective interaction with other professionals to promote appropriate implementation of services.</li> </ul>
<b>-Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Document and guidelines with detailed role description and limitations	



## Module 4: Prerequisites to Ayurvedic Massage

Mapped to: HSS/N3613

### Terminal Outcomes:

- Explain the importance of maintaining correct techniques of positioning and draping during procedure.
- Demonstrate the use of required articles, oils, and related formulations during procedure.
- Demonstrate the method of preparing set up as per the requirement.
- Explain the importance of maintaining record of expired materials/ medicaments.

<b>Duration: 15:00</b>	<b>Duration: 45:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain about importance of maintaining cleanliness and orderliness in the work area</li> <li>• Explain the importance of maintaining client privacy during the procedure</li> <li>• Discuss the significance of assessing that the environment meets the client's needs</li> <li>• Identify limitations or comfort areas of client basis on needs considering factors such as gender, religion, culture, language etc.</li> <li>• Discuss about types of ayurvedic massage</li> <li>• Discuss about requirements for performing Abhyanga (Ayurveda oil Massage)</li> <li>• Discuss about requirement for performing Shiro Abhyangam (Head Massage)</li> <li>• Discuss about requirement for performing Padho Abhyangam( Foot Massage)</li> <li>• Discuss about requirement for performing Mukha Abhyangam( Face Massage)</li> <li>• Explain about the importance of the common Ayurveda oils.</li> <li>• Discuss regarding the massage mediums, coverings and supports that are used for massage</li> <li>• Discuss regarding Ethics and Regulations in the scope of work</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate safe work practices during the session.</li> <li>• Demonstrate the calm and relaxed position before starting a session.</li> <li>• Demonstrate client positions to conduct ayurvedic massage</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
<b>Tools, Equipment and Other Requirements</b>	
Oils, droni, Shiro Basti Cap, Shirodhara Sweda, Kindi/Kumbhika for pouring oil, Basti Netra Bras etc	

## Module 5: Conduct Ayurvedic Massage

Mapped to: HSS/N3614

### Terminal Outcomes:

- Demonstrate the massage procedure like Abhyanga, Shirobhyanga, Udwarthanam, Kati Vasti, and Padabhyanga.

<b>Duration: 15:00</b>	<b>Duration: 45:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of positioning the client for effective massage therapy while providing comfort as much as possible</li> <li>• Explain about indication, contraindication and the process of performing Abhyanga (Ayurveda oil Massage), Shiro Abhyangam (Head Massage), Padho Abhyangam( Foot Massage), Mukha Abhyangam( Face Massage) etc.</li> <li>• Discuss about making appropriate adjustments to the massage therapy to meet any changing needs</li> <li>• Explain the significance techniques, pressures, and rhythms during massage procedure.</li> <li>• Explain about three divisions of Shirodhara as per medium/oil used.</li> <li>• Understand the importance of checking the client’s well-being throughout and give reassurance where needed</li> <li>• Explain about different oils used as per the massage process, its description and uses.</li> <li>• Explain the importance of following correct techniques, pressure, and rhythm during massage procedures.</li> <li>• Explain the importance of maintaining a clients privacy and confidentiality.</li> <li>• Explain the process of escalating any safety issues to the concerned authority.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify common Ayurveda oils in a skill lab</li> <li>• Demonstrate process of conducting ayurvedic massage such as Abhyanga (Ayurveda oil Massage), Shiro Abhyangam (Head Massage), Padho Abhyangam( Foot Massage), Mukha Abhyangam( Face Massage)</li> <li>• Demonstrate client positioning for massage.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Oils, droni, Shiro Basti Cap, Shirodhara Sweda, Kindi/Kumbhika for pouring oil, Basti Netra Bras etc	

## Module 6: Post procedure care

*Mapped to: HSS/N3608*

### Terminal Outcomes:

- Describe Do's and Don'ts after Ayurveda Massage.
- Carry out proper records and maintain confidentiality.

<b>Duration: 30:00</b>	<b>Duration: 60:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Enlist post dos and don'ts of related Ayurvedic Massage as per norms.</li> <li>• Explain the importance of giving clear and accurate instructions on self-care</li> <li>• Discuss about process of handing over personal belongings to the client a</li> <li>• Explain the process of maintaining client's records and confidentiality in accordance with legal and professional requirements</li> <li>• Explain the process of maintaining records of consumables and non-consumables items like sheets, towels, napkins etc.</li> <li>• Explain about safety measures of oils medicine from moist, water, fire, rodents, insects, and mites etc.</li> <li>• Explain the process of report any malfunction, damage, shortage of stock, missing item, or sub-optimal performance to appropriate authority.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare massage unit for next procedure as per organizational policies.</li> <li>• Demonstrate the process of packing and storing equipment, materials, oils, and consumables.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, B	
<b>Tools, Equipment and Other Requirements</b>	
Linen, sheets, towel, napkins, gloves, mask, cleaning agents, disinfectants, water, sample formats of reports and records	

## Module 7: Maintain interpersonal relationship

*Mapped to: HSS/N9625*

### Terminal Outcomes:

- Communicate effectively with participants.
- Organize and prioritize work to complete assignments on time.
- Adhere to organizational code of conduct while handling conflicts.

<b>Duration: 05:00</b>	<b>Duration: 10:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of effective communication with participants, relatives, and colleagues without using jargons and colloquial terms.</li> <li>• Describe the attributes of a team player.</li> <li>• Discuss about confidentiality and privacy practices related to participant’s information.</li> <li>• Discuss the importance of teamwork.</li> <li>• Define rapidly changing situations.</li> <li>• Discuss about the importance of following rules and policies of organization for maintaining code of conduct and scope of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply guidelines related to usage of technical terms to ensure effective communication.</li> <li>• Apply time management skills during daily activities.</li> <li>• Demonstrate the use of reading and writing skills during written communication.</li> <li>• Demonstrate problem solving and decision-making skills in different situations.</li> <li>• Demonstrate skills of teamwork and work prioritization in different team activities.</li> <li>• Apply effective participant-centric approach while delivering services.</li> <li>• Apply the analytical skills to complete the reports with the information gathered from observation, experience, reasoning, or communication.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Case studies and demonstrative videos on teamwork, group dynamics	

## Module 8: Professional standards of grooming and conduct

*Mapped to: HSS/N9625*

### Terminal Outcomes:

- Display appropriate professional appearance for the workplace.
- Display helpful behaviour by assisting others in performing tasks in a positive manner, where required and possible.

<b>Duration: 05:00</b>	<b>Duration: 10:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance of professional appearance: clean uniform, neat and combed hair, polished footwear, well-manicured nails, etc.</li> <li>• Explain about importance of wearing masks and head gear in sensitive areas.</li> <li>• Explain the steps of hand washing.</li> <li>• Consult with and assist others to maximize effectiveness and efficiency in carrying out tasks.</li> <li>• Demonstrate responsible and disciplined behaviour at the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate hand washing technique.</li> <li>• List various Personal Protective Equipment's (PPE).</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
PPE, Sink, Liquid Soap, Hand washing Poster, Paper Towel	

## Module 9: Safety, emergency medical response and first aid

Mapped to: HSS/N9624

### Terminal Outcomes:

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

<b>Duration: 05:00</b>	<b>Duration: 10:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the basics of first aid.</li> <li>• List the precautions to be taken for personal safety.</li> <li>• Discuss how to perform Basic Life Support (BLS).</li> <li>• Explain the use of protective devices such as restraints and safety devices.</li> <li>• Identify precautions to be taken for self-safety.</li> <li>• Explain about disaster management techniques to deal with institutional emergencies.</li> <li>• Discuss about the escalation matrix for referral and management of common emergencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a chart depicting different types of protective devices such as restraints and safety devices.</li> <li>• Create a flow chart depicting common emergency situations and its referral mechanism.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Crash cart trolley, first aid box, CPR nursing manikin, Ambu bag with mask adult, torch, physical restraints, fire extinguisher	

## Module 10: Infection control practices and waste management

*Mapped to: HSS/N9624*

### Terminal Outcomes:

- Apply self-hygiene and social distancing practices and follow infection control guidelines.
- Demonstrate correct waste disposal methods as per guidelines and regulations

Duration: 05:00 Theory – Key Learning Outcomes	Duration: 10:00 Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the concept of disease outbreak, epidemics, and pandemics and their impact on society at large.</li> <li>• Explain the significance of following prescribed rules and guidelines during an epidemic or a pandemic.</li> <li>• Differentiate between self-quarantine and self-isolation and their significance.</li> <li>• Discuss the significance of social distancing and alternate ways of carrying out everyday tasks (use of e-payment gateways/online learning/virtual meetings, etc.) during a pandemic.</li> <li>• Discuss the significance of conforming to basic personal and workplace hygiene practices such as washing hands, using alcohol-based hand sanitizers, examining office supplies/deliveries and their sanitization, etc.</li> <li>• List various surfaces that may serve as potential fomites at workplace.</li> <li>• Identify PPE to be used at workplace and the process of donning, doffing, and discarding them.</li> <li>• Discuss the importance and process of identifying and reporting symptoms to the concerned authorities.</li> <li>• Discuss organizational hygiene and sanitation guidelines and ways of following them and reporting breaches/gaps if any.</li> <li>• Explain the importance and mechanism of proper and safe disposal, transportation, and treatment of waste.</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to sanitize and disinfect one's work area regularly.</li> <li>• Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs.</li> <li>• Display the correct way of donning, doffing and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc.</li> <li>• Demonstrate appropriate social and behavioural etiquette (greeting and meeting people, spitting/coughing/sneezing, etc.).</li> <li>• Prepare a list of relevant hotline/emergency numbers.</li> <li>• Select different types of waste and various types of colour coded bins/containers used for disposal of waste.</li> </ul>

- Discuss the ways of dealing with stress and anxiety during a disease outbreak.

**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 11: Employability Skills (30 hours)

### Mapped to DGT/VSQ/N0101 : 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	<ul style="list-style-type: none"> <li>Discuss the importance of Employability Skills in meeting the job requirements.</li> </ul>	1
2.	Constitutional values - Citizenship	<ul style="list-style-type: none"> <li>Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.</li> <li>Show how to practice different environmentally sustainable practices.</li> </ul>	1
3.	Becoming a Professional in the 21st Century	<ul style="list-style-type: none"> <li>Discuss 21st century skills.</li> <li>Display positive attitude, self-motivation, problem solving, time management skills and continuous learning mindset in different situations.</li> </ul>	1
4.	Basic English Skills	<ul style="list-style-type: none"> <li>Use appropriate basic English sentences/phrases while speaking.</li> </ul>	2
5.	Communication Skills	<ul style="list-style-type: none"> <li>Demonstrate how to communicate in a well-mannered way with others.</li> <li>Demonstrate working with others in a team.</li> </ul>	4
6.	Diversity & Inclusion	<ul style="list-style-type: none"> <li>Show how to conduct oneself appropriately with all genders and PwD.</li> <li>Discuss the significance of reporting sexual harassment issues in time.</li> </ul>	1
7.	Financial and Legal Literacy	<ul style="list-style-type: none"> <li>Discuss the significance of using financial products and services safely and securely.</li> <li>Explain the importance of managing expenses, income, and savings.</li> <li>Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws.</li> </ul>	4
8.	Essential Digital Skills	<ul style="list-style-type: none"> <li>Show how to operate digital devices and use the associated applications and features, safely and securely.</li> <li>Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely.</li> </ul>	3
9.	Entrepreneurship	<ul style="list-style-type: none"> <li>Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges.</li> </ul>	7
10.	Customer Service	<ul style="list-style-type: none"> <li>Differentiate between types of customers.</li> <li>Explain the significance of identifying customer needs and addressing them.</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately.</li> </ul>	4
11	Getting ready for apprenticeship & Jobs	<ul style="list-style-type: none"> <li>Create a biodata.</li> <li>Use various sources to search and apply for jobs.</li> <li>Discuss the significance of dressing up neatly and maintaining hygiene for an interview.</li> <li>Discuss how to search and register for apprenticeship opportunities.</li> </ul>	2

<b>LIST OF TOOLS &amp; EQUIPMENT FOR EMPLOYABILITY SKILLS</b>		
<b>S No.</b>	<b>Name of the Equipment</b>	<b>Quantity</b>
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: 30:00**

**Module Name: On-the-Job Training**

**Location: On Site**

**Terminal Outcomes**

- Prepare massage unit for next procedure as per organizational policies.
- Demonstrate the process of packing and storing equipment, materials, oils, and consumables.
- Demonstrate handling of biomedical waste from its segregation in different coloured dustbin as per the local biomedical waste management protocol.
- Demonstrate safe work practices during the session.
- Demonstrate the calm and relaxed position before starting a session.
- Demonstrate client positions to conduct ayurvedic massage
- Identify common Ayurveda oils in a skill lab
- Demonstrate process of conducting ayurvedic massage such as Abhyanga (Ayurveda oil Massage), Shiro Abhyangam (Head Massage), Padho Abhyangam (Foot Massage), Mukha Abhyangam (Face Massage)
- Demonstrate client positioning for massage.
- Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs.
- Display the correct way of donning, doffing and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc.
- Demonstrate appropriate social and behavioural etiquette (greeting and meeting people, spitting/coughing/sneezing, etc.).
- Prepare a list of relevant hotline/emergency numbers.
- Select different types of waste and various types of colour coded bins/containers used for disposal of waste.

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
M.D.	Panchakarma/ Kayachikista	1				
B.A.M.S.		5				

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Ayurveda Masseur" mapped to the Qualification Pack: "HSS/Q3605 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 v1.0" with minimum score of 80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
M.D.	Panchakarma/ Kayachikista	3				
B.A.M.S.		7				

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Ayurveda Masseur” mapped to the Qualification Pack: “HSS/Q3605 v2.0” with minimum score of 80%.	Recommended that the Assessor is certified for the Job Role: “Assessor”, mapped to the Qualification Pack: “MEP/Q2701 v1.0” 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 and 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. 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

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.



## Acronyms and Abbreviations

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>PPE</b>	Personal Protective Equipment
<b>SOP</b>	Standard Operating Procedure
<b>CPR</b>	Cardio Pulmonary Resuscitation