



# Model Curriculum

**QP Name: Prakriti Evaluator**

**QP Code: HSS/Q3604**

**QP Version: 2.0**

**NSQF Level: 6**

**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

|   |   |
|---|---|
| <b>Sector</b>   | Healthcare  |
| <b>Sub-Sector</b>                                       | AYUSH   |
| <b>Occupation</b>                                       | Ayurveda Therapy  |
| <b>Country</b>  | India   |
| <b>NSQF Level</b>                                       | 6   |
| <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>• Pursuing first year of 2-year PG program after completing 3-year UG degree in the relevant field (BAMS)</li> <li>or</li> <li>• Pursuing PG diploma after 3-year UG degree in the relevant field (BAMS)</li> <li>or</li> <li>• Pursuing 4th year UG (in case of 4-year UG with honors/ honors with research) in the relevant field (BAMS)</li> <li>or</li> <li>• Previous relevant Qualification of NSQF Level 5.5 with 1.5 year of experience</li> </ul> |
| <b>Pre-Requisite License or Training</b>                |   |
| <b>Minimum Job Entry Age</b>                            | 21 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>                   | 570 hrs   |
| <b>Maximum Duration of the Course</b>                   | 570 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 Ayurveda in Prakriti assessment.
- Understand about scope of work in the role of a Prakriti Evaluator.
- Demonstrate the skills necessary to assess prakriti by utilizing techniques of interview, observation, data analysis etc.
- Provide counselling for modifications required such as lifestyle etc. based on Prakriti assessment.
- Demonstrate the process of maintaining relevant records.
- Sanitization and Infection Control Protocols at workplace.
- Maintain interpersonal relationships with others.
- Maintain personal hygiene, grooming and personal behavior.

### 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>HSS/N3612: Develop questionnaire to collect the information from volunteer</b> | 60:00           | 90:00              | 120:00                                   | 00:00                                      | 270:00         |
| Module 1: Introduction to AYUSH Healthcare System                                 | 05:00           | 05:00              | 00:00                                    | 00:00                                      | 10:00          |
| Module 2: Basic structure and function of human body                              | 05:00           | 05:00              | 00:00                                    | 00:00                                      | 10:00          |
| Module 3: Roles and responsibilities of Prakriti Evaluator                        | 10:00           | 20:00              | 00:00                                    | 00:00                                      | 30:00          |

|  |               |               |               |              |               |
|--|---------------|---------------|---------------|--------------|---------------|
| Module 4:<br>Procedural requirement<br>of Prakriti assessment  | 20:00         | 20:00         | 00:00         | 00:00        | 40:00         |
| Module 5: Prakriti<br>assessment   | 20:00         | 40:00         | 00:00         | 00:00        | 60:00         |
| <b>HSS/Q3611: Prepare the<br/>prakriti report based on<br/>outcome evaluation</b>                                | <b>20:00</b>  | <b>10:00</b>  | <b>90:00</b>  | <b>00:00</b> | <b>120:00</b> |
| Module 6: Prakriti<br>evaluation and outcomes  | 20:00         | 10:00         | 00:00         | 00:00        | 30:00         |
| <b>HSS/N9625: Maintain<br/>interpersonal relationships<br/>and professional conduct.</b>                         | <b>05:00</b>  | <b>10:00</b>  | <b>30:00</b>  | <b>00:00</b> | <b>45:00</b>  |
| Module 7:<br>Maintain interpersonal<br>relationship  | 05:00         | 10:00         | 00:00         | 00:00        | 15:00         |
| <b>HSS/N9623: Ensure<br/>sanitization and<br/>infection control<br/>guidelines are<br/>followed at workplace</b> | <b>05:00</b>  | <b>10:00</b>  | <b>30:00</b>  | <b>00:00</b> | <b>45:00</b>  |
| Module 8:<br>Sanitization and infection<br>control at workplace  | 05:00         | 10:00         | 00:00         | 00:00        | 15:00         |
| <b>Total Duration</b>  | <b>90:00</b>  | <b>120:00</b> | <b>270:00</b> | <b>00:00</b> | <b>480:00</b> |
| Module 9:<br>DGT/VSQ/N0103 :<br>Employability Skills (90<br>Hours)   | 90:00         | 00:00         | 00:00         | 00:00        | 90:00         |
| <b>Total Duration</b>  | <b>180:00</b> | <b>120:00</b> | <b>270:00</b> | <b>00:00</b> | <b>570:00</b> |

# Module Details

## Module 1: Introduction to AYUSH healthcare systems

*Mapped to: HSS/N3612,*

### Terminal Outcomes:

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

| <b>Duration:</b> 05:00  | <b>Duration:</b> 05:00   |
|---|--|
| <b>Theory – Key Learning Outcomes</b>   | <b>Practical – Key Learning Outcomes</b>   |
| <ul style="list-style-type: none"> <li>• 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/N3612,*

### Terminal Outcomes:

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

| <b>Duration: 05:00</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>• 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 Prakriti Evaluator

*Mapped to: HSS/N3612,*

### Terminal Outcomes:

- Describe roles and responsibilities of Prakriti Evaluator.
- Demonstrate the process of preparing SOP checklist.

| <b>Duration: 10:00</b>   | <b>Duration: 20:00</b>  |
|--|---|
| <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 a Prakriti evaluator.</li> <li>• Discuss about the scope and limitations of Prakriti Evaluator.</li> <li>• Explain about the various tools and techniques to be used in a role of a Prakriti Evaluator.</li> <li>• Explain the process of record keeping.</li> <li>• Explain the purpose of obtaining consent before assessment.</li> <li>• Explain the importance of using computers, internet in day-to-day activities related the scope of work.</li> </ul> | <ul style="list-style-type: none"> <li>• Create a sample set of documents to record procedure related information of Prakriti Assessment.</li> <li>• Demonstrate the good quality practices in a role of a Prakriti Evaluator.</li> <li>• Demonstrate the method of preparing SOP checklist related to prakriti assessment and evaluation.</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: Procedural requirements of Prakriti assessment

Mapped to: HSS/N3612,

### Terminal Outcomes:

- Explain the importance and need of prakriti assessment.

| <b>Duration:</b> 20:00   | <b>Duration:</b> 20:00   |
|--|--|
| <b>Theory – Key Learning Outcomes</b>  | <b>Practical – Key Learning Outcomes</b>   |
| <ul style="list-style-type: none"> <li>• Understand about basic principles and Philosophy of Ayurveda.</li> <li>• Discuss about seasonal concept in Ayurveda.</li> <li>• Explain the about the concept of Prakriti.</li> <li>• Explain about Kapha, Pitta, Vatta dosha.</li> <li>• Discuss the factors related to prakriti constitution.</li> <li>• Explain about Snigdha and associated Mridu, Madhura, Saara, Manda, Stimita, Guru, Shita, Picchila, Achcha related to prakriti assessment.</li> <li>• Explain about Pitta and associated Ushna, Tikshna, Drava, Amla, Katu related to prakriti assessment.</li> <li>• Explain about Vata and associated Ruksha, Laghu, Chala, Bahu, Shighra, Shita, Parusha, Vishada.</li> <li>• Discuss about physical traits of different Doshas.</li> <li>• Discuss about mental traits of different Doshas.</li> <li>• Discuss various communication and interviewing skills to obtain information from the volunteer.</li> <li>• Identify relevant information about environmental and lifestyle factors for Prakriti assessment.</li> </ul> | <ul style="list-style-type: none"> <li>• Formulate structured questions for sample individual cases for prakriti assessment</li> <li>• Create a sample checklist for prakriti assessment.</li> <li>• Review sample profiles to extract information related to prakriti.</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>   |  |
| Checklist, questionnaire, consent forms etc  |  |

## Module 5: Prakriti assessment

Mapped to: HSS/N3612,

### Terminal Outcomes:

- Demonstrate the techniques of interview.
- Explain about the role of diet and lifestyle play in prakriti constitution.
- Describe the various parameters of prakriti assessment.

| <b>Duration:</b> 20:00   | <b>Duration:</b> 40:00   |
|--|--|
| <b>Theory – Key Learning Outcomes</b>  | <b>Practical – Key Learning Outcomes</b>   |
| <ul style="list-style-type: none"> <li>• Explain the range of volunteer emotions, experiences, beliefs, behaviors, values, coping mechanisms, and adaptive capabilities.</li> <li>• Explain about the various parameters for prakriti assessment.</li> <li>• Explain about importance of seeking consent from the volunteer.</li> <li>• Explain the importance of observing visible traits and features of volunteer with reference to prakriti assessment.</li> <li>• Discuss about confidentiality and privacy practices related to volunteer’s information.</li> <li>• Explain about interview and its different techniques.</li> <li>• Explain the importance of diet and lifestyle in prakriti constitution.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate the method of identifying physical attributes associated with prakriti.</li> <li>• Demonstrate the process of interviewing volunteer.</li> <li>• Demonstrate filling various sample forms/ formats required.</li> <li>• Demonstrate the use of verbal and nonverbal communication to provide support during information gathering.</li> <li>• Apply knowledge of cultural and religious knowledge to plan out the session for Prakriti Evaluation.</li> <li>• Create IEC material to enhance the learning such as handouts, visual aids, and other educational technologies.</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>   |  |
| Sample forms/formats, visual aids, questionnaires, consent forms etc.  |  |

## Module 6: Prakriti evaluation and outcomes

Mapped to: HSS/N3611,

### Terminal Outcomes:

- Carry out the interpretation and evaluation of assessment.
- Demonstrate the techniques of counselling.

| <b>Duration: 20:00</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 interpreting the data and compiling the information provided by volunteer.</li> <li>• Discuss about parameters in prakriti reports.</li> <li>• Describe the process of storing volunteer information will be stored and how can it be accessed.</li> <li>• Explain the significance of Prakriti report.</li> <li>• Demonstrate the process of obtaining feedbacks from volunteer.</li> <li>• Discuss about the healthy lifestyle modifications required in general related to Prakriti type.</li> <li>• Discuss the method of counselling and techniques.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate the process of recording sample volunteer information.</li> <li>• Demonstrate the method of providing counselling.</li> <li>• Prepare sample reports using the information gathered from observation, experience, reasoning, or communication in a mock set up.</li> <li>• Demonstrate the method of maintaining confidentiality of patient’s information such as prudent disclosure of information.</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>  |  |
| N/A   |  |

## 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: Sanitization and infection control at workplace

*Mapped to: HSS/N9623,*

### Terminal Outcomes:

- Apply self-hygiene and social distancing practices.
- Apply sanitization and infection control policies and procedures at workplace.
- Follow guidelines of biomedical waste disposal system at workplace

| <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>• Distinguish between the ways of sanitizing indoor and outdoor workspaces.</li> <li>• Describe various guidelines for ventilation and air conditioning to be followed.</li> <li>• Discuss the appropriate process of categorization, disposal, transportation, and treatment of waste and its significance.</li> <li>• Explain the importance of incident reporting.</li> <li>• Discuss the ways of risk assessment and management.</li> <li>• Discuss the ways of dealing with stress and anxiety and providing support during an epidemic or a pandemic.</li> </ul> | <ul style="list-style-type: none"> <li>• Create sample Information, Education and Communication (IEC) material such as handouts, visual aids, etc. for raising awareness related to disease outbreak and prevention.</li> </ul> |
| <b>Classroom Aids:</b>  |   |
| Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.   |   |
| <b>Tools, Equipment and Other Requirements</b>  |   |
| E-modules depicting sanitization, infection control and waste disposal practices  |   |

## Module 9: Employability Skills (90 hours)

Mapped to DGT/VSQ/N0103 : Employability Skills (90 Hours)

| Mandatory Duration: 90:00 |   |   |                  |
|---------------------------|---|---|------------------|
| Location: On-Site         |   |   |                  |
| S.No.                     | Module Name                                 | Key Learning Outcomes   | Duration (hours) |
| 1.                        | Introduction to Employability Skills        | <ul style="list-style-type: none"> <li>Outline the importance of Employability Skills for the current job market and future of work.</li> <li>List different learning and employability related GOI and private portals and their usage.</li> <li>Research and prepare a note on different industries, trends, required skills and the available opportunities.</li> </ul>  | 3                |
| 2.                        | Constitutional values - Citizenship         | <ul style="list-style-type: none"> <li>Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen.</li> <li>Demonstrate how to practice different environmentally sustainable practices.</li> </ul>  | 1.5              |
| 3.                        | Becoming a Professional in the 21st Century | <ul style="list-style-type: none"> <li>Discuss relevant 21st century skills required for employment.</li> <li>Highlight the importance of practicing 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.</li> <li>Create a pathway for adopting a continuous learning mindset for personal and professional development.</li> </ul> | 5                |
| 4.                        | Basic English Skills                        | <ul style="list-style-type: none"> <li>Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone.</li> <li>Read and understand text written in basic English.</li> <li>Write a short note/paragraph / letter/e -mail using correct basic English.</li> </ul>  | 10               |
| 5.                        | Career Development & Goal Setting           | <ul style="list-style-type: none"> <li>Create a career development plan.</li> <li>Identify well-defined short- and long-term goals.</li> </ul>  | 4                |
| 6.                        | Communication Skills                        | <ul style="list-style-type: none"> <li>Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.</li> <li>Write a brief note/paragraph on a familiar topic.</li> <li>Explain the importance of communication etiquette including active listening for effective communication.</li> <li>Role play a situation on how to work collaboratively with others in a team.</li> </ul>   | 10               |
| 7.                        | Diversity & Inclusion                       | <ul style="list-style-type: none"> <li>Demonstrate how to behave, communicate, and conduct appropriately with all genders and PwD.</li> <li>Discuss the significance of escalating sexual harassment issues as per POSH act.</li> </ul>   | 2.5              |
| 8.                        | Financial and Legal Literacy                | <ul style="list-style-type: none"> <li>Discuss various financial institutions, products, and services.</li> </ul>   | 10               |

|     |   |  |    |
|-----|---|--|----|
|     |   | <ul style="list-style-type: none"> <li>• Demonstrate how to conduct offline and online financial transactions, safely and securely and check passbook/statement.</li> <li>• Explain the common components of salary such as Basic, PF, Allowances (HRA, TA, DA, etc.), tax deductions.</li> <li>• Calculate income and expenditure for budgeting</li> <li>• Discuss the legal rights, laws, and aids.</li> </ul>   |    |
| 9.  | Essential Digital Skills                | <ul style="list-style-type: none"> <li>• Describe the role of digital technology in day-to-day life and the workplace.</li> <li>• Demonstrate how to operate digital devices and use the associated applications and features, safely and securely.</li> <li>• Demonstrate how to connect devices securely to internet using different means.</li> <li>• Follow the dos and don'ts of cyber security to protect against cyber-crimes.</li> <li>• Discuss the significance of displaying responsible online behavior while using various social media platforms.</li> <li>• Create an e-mail id and follow e- mail etiquette to exchange e -mails.</li> <li>• Show how to create documents, spreadsheets and presentations using appropriate applications.</li> <li>• Utilize virtual collaboration tools to work effectively.</li> </ul> | 20 |
| 10. | Entrepreneurship                        | <ul style="list-style-type: none"> <li>• Explain the types of entrepreneurship and enterprises.</li> <li>• Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan.</li> <li>• Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement.</li> <li>• Create a sample business plan, for the selected business opportunity.</li> </ul>   | 7  |
| 11  | Customer Service                        | <ul style="list-style-type: none"> <li>• Classify different types of customers.</li> <li>• Demonstrate how to identify customer needs and respond to them in a professional manner</li> <li>• Discuss various tools used to collect customer feedback.</li> <li>• Discuss the significance of maintaining hygiene and dressing appropriately.</li> </ul>   | 9  |
| 12  | Getting Ready for Apprenticeship & Jobs | <ul style="list-style-type: none"> <li>• Draft a professional Curriculum Vitae (CV).</li> <li>• Use various offline and online job search sources to find and apply for jobs.</li> <li>• Discuss the significance of maintaining hygiene and dressing appropriately for an interview.</li> <li>• Role play a mock interview.</li> <li>• List the steps for searching and registering for apprenticeship opportunities</li> </ul>   | 8  |

| 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)<br>(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:** 270:00

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

**Location:** On Site

**Terminal Outcomes**

- Demonstrate the method of identifying physical attributes associated with prakriti.
- Demonstrate the process of interviewing volunteer.
- Demonstrate filling various sample forms/ formats required.
- Demonstrate the use of verbal and nonverbal communication to provide support during information gathering.
- Apply knowledge of cultural and religious knowledge to plan out the session for Prakriti Evaluation.
- Create IEC material to enhance the learning such as handouts, visual aids, and other educational technologies
- Demonstrate the process of recording sample volunteer information.
- Demonstrate the method of providing counselling.
- Prepare sample reports using the information gathered from observation, experience, reasoning, or communication in a mock set up.
- Demonstrate the method of maintaining confidentiality of patient's information such as prudent disclosure of information.
- 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 |         |
| B.A.M.S.                          |                | 4                            |                | 1                   |                |         |

| Trainer Certification  |  |
|--|--|
| Domain Certification   | Platform Certification   |
| Certified for Job Role: “Prakriti Evaluator” mapped to the Qualification Pack: “HSS/Q3604 v2.0” with minimum score of 80%. | Recommended that the Trainer is certified for the Job Role: “Trainer (VET and Skills)”, mapped to the Qualification Pack: “MEP/Q2601, v2.0” with minimum score of 80%. |

## Assessor Requirements

| Assessor Prerequisites            |                |                              |                |                                |                |         |
|-----------------------------------|----------------|------------------------------|----------------|--------------------------------|----------------|---------|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience |                | Training/Assessment Experience |                | Remarks |
|                                   |                | Years                        | Specialization | Years                          | Specialization |         |
| B.A.M.S.                          |                | 5                            |                | 1                              |                |         |

| Assessor Certification   |  |
|--|--|
| Domain Certification   | Platform Certification   |
| Certified for Job Role: “Prakriti Evaluator” mapped to the Qualification Pack: “HSS/Q3604 v2.0” with minimum score of 80%. | Recommended that the Assessor is certified for the Job Role: “Assessor (VET and Skills)”, mapped to the Qualification Pack: “MEP/Q2701, v2.0” 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             |